

Summer 2018

# Perspective Volume 6: Number 2, Summer-Fall 2018

College of Health Care Sciences

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NOVA SOUTHEASTERN UNIVERSITY

# PERSPECTIVES

Summer/Fall 2018

DR. PALLAVI PATEL COLLEGE OF HEALTH CARE SCIENCES



ANESTHESIA • AUDIOLOGY • CARDIOPULMONARY SCIENCES • HEALTH AND HUMAN PERFORMANCE • HEALTH SCIENCES  
OCCUPATIONAL THERAPY • PHYSICAL THERAPY • PHYSICIAN ASSISTANT • SPEECH-LANGUAGE PATHOLOGY

# PERSPECTIVES

Summer/Fall 2018

Volume 6, Number 2

## NOVA SOUTHEASTERN UNIVERSITY

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# Dean's Message

STANLEY H. WILSON, Ed.D., PT, CEAS



“A people without knowledge of their past history, origin, and culture is like a tree without roots.”

—MARCUS GARVEY

A TRUE APPRECIATION AND VALUE of one's history is an essential feature of gained experiences that ensures a positive future. Fortunately, the Dr. Pallavi Patel College of Health Care Sciences has been enriched by a very productive history. It is with that thought that the Office of the Dean would like to extend a special greeting to our readers of the 2018 summer-fall edition of *Perspectives* magazine as we celebrate the college's silver anniversary.

The faculty and staff members and administrators are proud to deliver this issue focusing on the fact that it has been 25 years since our college's inception. Originally known as the College of Allied Health, the first classes of physician assistant and public health students were accepted in 1993.

Today, the college, renamed the Dr. Pallavi Patel College of Health Care Sciences in 2017, offers 29 degree programs, has more than 3,000 students, and has close to 200 full-time faculty and staff members and administrators. We are heartened not only by the phenomenal growth in number of programs, but in their remarkable quality.

It must be stated, however, that many of the dynamics driving our growth and successes are directly attributable to our faculty and staff members, alumni, donors, and supporters, to whom I extend my sincerest thanks for having been an integral part of 25 years of outstanding dedication.

Our college remains fully committed to excellence and readily grasps opportunities to innovate, effect constructive changes, and strengthen our existing systems. As we look to the future, we are prepared to adopt transformational principles that nurture and develop faculty members and students of academic and clinical distinction.

We remain steadfast in our efforts to attain heights where our programs will be consistently characterized as innovative, distinctive, and preeminent. We value our past, appreciate our present, and excitedly look toward our future. ●

# HPD Communiqué

**IRVING ROSENBAUM, D.P.A., Ed.D., M.P.A.**  
**Provost and Executive Dean for Administration**  
**Health Professions Division**



THE PAST YEAR was an incredibly productive and successful one for the NSU Health Professions Division (HPD). In the span of several months, four of the HPD's eight colleges were renamed to honor the generosity of benevolent donors. We have cut the ribbons, attended the various dedication ceremonies, and participated in the groundbreaking event at the new Tampa Bay Regional Campus in Clearwater, Florida.

The inaugural class of students in the Dr. Kiran C. Patel College of Allopathic Medicine recently began its academic journey. We also are hard at work to ensure the successful launch of the additional Dr. Kiran C. Patel College of Osteopathic Medicine site at the Tampa Bay Regional Campus next summer. Additionally, NSU continues to work with HCA East Florida on the hospital that is being built on the Fort Lauderdale/Davie Campus.

NSU's success is driven by the unique vision of its president and CEO, George L. Hanbury II, Ph.D. Thanks to his leadership, the HPD continues to evolve, addressing new educational techniques and market opportunities while continually adding new graduate and undergraduate programs.

Not surprisingly, the demand for health care professionals continues to grow. According to the U.S. Bureau of Labor Statistics, the health care field added 560,000 jobs in the last 10 years and increased to more than 11 percent of the total workforce. Despite this demand, and our esteemed reputation, students do not always show up on our doorstep.

In today's ultracompetitive world, we must work even harder to market our multifaceted programs. To ensure our continued success, the HPD's dedicated staff members will need to be diligent in transmitting our message to prospective applicants.

I am confident that the NSU Health Professions Division will reach even greater heights in the years to come. ●

# DOCUMENTING THE HISTORY

of the Dr. Pallavi Patel College of Health Care Sciences

By Cheryl J. Hill, Ph.D., D.P.T., PT, Physical Therapy Professor and Editor in Chief,  
*Internet Journal of Allied Health Sciences and Practice*

## ONCE UPON A TIME...

Nova Southeastern University (NSU) began in 1964 as Nova University of Advanced Technology. Initially located on East Las Olas Boulevard in downtown Fort Lauderdale, it subsequently moved to the former site of Forman Field in Davie—an auxiliary airfield during World War II. Over the next three decades, Nova University added programs in business, computing, education, engineering, law, oceanography, and psychology.

Pictured: The first building of Nova University on Las Olas Boulevard



Also occurring in the 1960s was the birth of Osteopathic General Hospital, which ultimately became Southeastern College of Osteopathic Medicine. In 1953, Morton Terry, D.O., M.Sc., FACOI, founded Biscayne Osteopathic General Hospital, a 100-bed general community hospital.

This privately owned hospital relocated to North Miami Beach in 1960 and was renamed Osteopathic General Hospital. As osteopathic medicine gained a foothold in health care, Terry envisioned the day he could establish an osteopathic medical school in Florida. He accomplished this goal in 1979 when Osteopathic General Hospital was converted into Southeastern College of Osteopathic Medicine (SECOM)—the only osteopathic medical school located in the southeastern United States at the time.

The next step for SECOM was to add a college of pharmacy, followed by a college of optometry. By 1989, when Southeastern College of Optometry admitted its charter class, the three colleges were accorded university status, prompting the adoption of a new name: Southeastern University of the Health Sciences.

Terry eventually came to believe that Southeastern University probably could not grow further without an affiliation with an established university, so in late 1989, he met with the dean of the University of Miami School of Medicine. However, the two universities did not reach an agreement. So, he contacted Nova University.

Formal discussions for a merger between Nova University and Southeastern University of the Health Sciences began in April 1993. The formal merger agreement was signed on September 27, 1993, and the merger took place on January 1, 1994, when Nova Southeastern University was born. The medical programs became the

Health Professions Division of Nova Southeastern University, and the College of Allied Health was created.

The Physician Assistant (PA) Program was the first program of the College of Allied Health to open in 1993, followed by the Occupational Therapy Program and the Physical Therapy Program in 1994. The College of Allied Health was initially housed in the old physical therapy department in North Miami Beach.

As the number of faculty members grew, physical therapy moved to the old pharmacy space and then to the old pediatric wing, which had been converted into office space for physical and occupational therapy. The PA Program faculty members stayed in the old physical therapy department. At that point in the college's history, faculty members brought their own



In front, middle, fourth from left, Richard E. Davis and Raul R. Cuadrado are surrounded by College of Allied Health faculty members.

computers from home to their offices, as the university did not provide computers for any of the colleges.

In 1996, the College of Allied Health moved from North Miami Beach to its current location on the Fort Lauderdale/Davie Campus. Today, the college also has programs in Fort Myers, Jacksonville, Miami, Orlando, Palm Beach, Tampa, and the United Kingdom.

*[continued on next page]*



*(continued from previous page)***Undergraduate Degree Program Offerings**

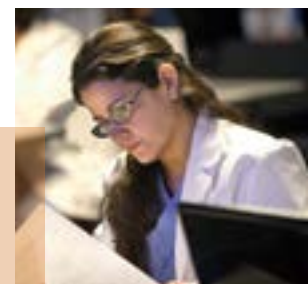
- Athletic Training—Fort Lauderdale—The program transitioned to a master's degree in May 2018.
- Exercise and Sport Science—Fort Lauderdale
- Health Sciences—Online
- Health Sciences Cardiovascular Sonography—Tampa
- Health Sciences Medical Sonography—Fort Lauderdale
- Respiratory Therapy (Postprofessional)—Online/Palm Beach Gardens
- Respiratory Therapy (First-Professional)—Palm Beach Gardens
- Speech-Language and Communication Disorders—Fort Lauderdale

**Master's Degree Program Offerings**

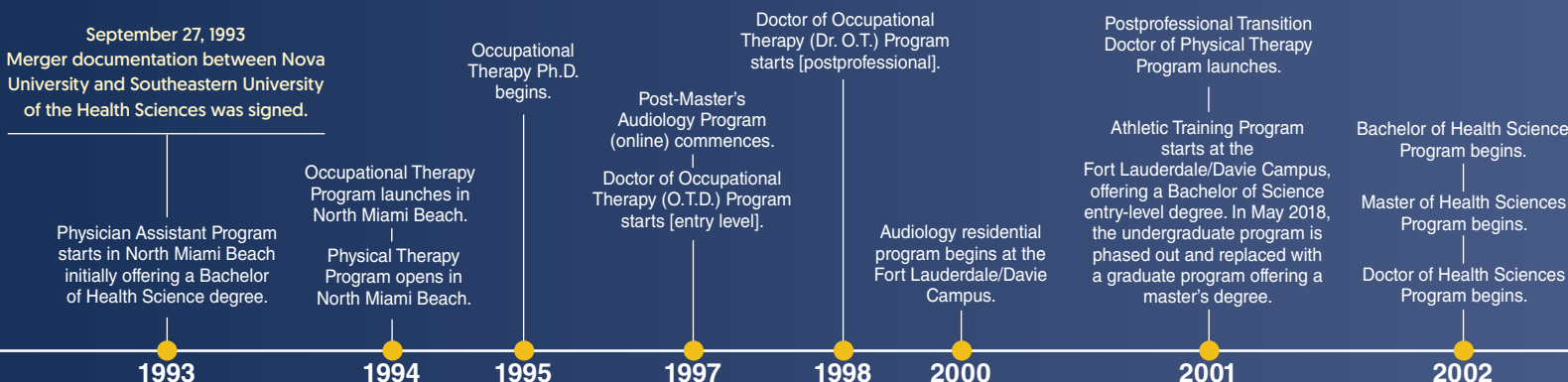
- Anesthesiologist Assistant—Fort Lauderdale/Tampa
- Athletic Training—Fort Lauderdale
- Health Sciences—Online
- Occupational Therapy—Fort Lauderdale
- Physician Assistant—Fort Lauderdale/Fort Myers/Jacksonville/Orlando
- Speech-Language Pathology (Hybrid)—Fort Lauderdale

**Doctoral Degree Program Offerings**

- Audiology (Au.D.)—Fort Lauderdale
- Audiology (Post-Master's Au.D.)—United Kingdom
- Health Sciences (D.H.Sc.)—Online
- Health Sciences (Ph.D.)—Online
- Occupational Therapy (Entry-Level O.T.D.)—Tampa
- Occupational Therapy (Dr.O.T.)—Online
- Occupational Therapy (Hybrid O.T.D.)—Tampa
- Occupational Therapy (Ph.D.)—Online
- Physical Therapy (Professional D.P.T.)—Fort Lauderdale
- Physical Therapy (Postprofessional Transition D.P.T.)—Online
- Physical Therapy (Ph.D.)—Online
- Physical Therapy (Hybrid D.P.T.)—Tampa
- Speech-Language Pathology (SLP.D.)—Online

**It's All in the Name**

Originally called the College of Allied Health, the name changed to the College of Allied Health and Nursing when NSU opened its nursing program in 2004. In 2012, when the nursing program separated from the College of Allied Health to become the College of Nursing, the allied health college changed its name to the College of Health Care Sciences. Finally, in 2017, after a substantial donation to the college from pediatrician Dr. Pallavi Patel, M.D., the college was renamed the Dr. Pallavi Patel College of Health Care Sciences.

**PROGRAM INCEPTION OVERVIEW**

## The Dean's Office



### 1993—2001

The college is very fortunate to have had only three deans in its history. The first dean, **Raul R. Cuadrado**, Ph.D., Dr.Ph., M.P.H., hailed from Cuba and owned an avocado farm on 25 acres in Homestead, Florida. Over the course of his academic career, he served as dean of the NSU College of Allied Health and as dean at Florida International University's College of Allied Health, and is credited with developing more than 20 fully accredited, innovative health and social degree programs at the master's and doctoral level.



### 2001—2013

In 2001, **Richard E. Davis**, Ed.D., PA-C, became the college's acting dean. By 2003, he was named permanent dean and served as such until 2013, when he was promoted to vice president of the university's regional campus network and online operations. While serving as dean of the college, Davis was instrumental in expanding the professional programs from 400 students in 2001 to approximately 4,000 students by 2013. He also served as the first editor in chief of the *Internet Journal of Allied Health Sciences and Practice*—the open-access online journal of the Dr. Pallavi Patel College of Health Care Sciences.



### 2013—Present

Davis was succeeded by **Stanley Wilson**, Ed.D., PT, CEAS, as the college's dean in 2013, who continues in that position today. Wilson is highly respected by faculty and staff members for his leadership and people skills within the college. He is extremely proud of his faculty and staff members and administrators, who work very hard and unselfishly give of themselves to ensure the high quality of the college's many programs. ●





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## Current Issue: Volume 16, Number 3 (2018)

### Editorial

[The Value of Serving as a Peer Reviewer: an Editorial](#)  
Cheryl J. Hill

### Manuscripts

[Post-Traumatic Stress and Academic Performance Among Entry-Level Doctoral Physical Therapy Students in a Human Anatomy Cadaver Dissection Course](#)  
Sue E. Curfman, Gary P. Austin, and Joyce S. Nicholas

[Characteristics of Effective Teaching in Physician Assistant Programs from the Students' Perspective](#)  
Jennifer Portes, Tala Bana, Jane Trapp, and Thomas Parish

[Utilizing Standardized Patient Feedback to Facilitate Professional Behavior in Physical Therapist Students: A Pilot Study](#)  
Mary Anne Ropel, Bini Litwin, Nicki Siberman, and Alicia Fernandez-Fernandez

[Effect of Experience Facilitating Problem-Based Learning \(PBL\) on Physician Assistant Student Outcomes](#)  
Susan Hawkins MSN, PA-C; Anthony Goryunov; and Nicole E. Brown

[Education on Fall Prevention to Improve Self-Efficacy of Nursing Staff in Long Term Care: a Pilot Study](#)  
Mark D. Levenenz and Jennifer Lape

[Exploring Clinical Educator and Student Perspectives on the Implementation of the Capstone Framework as a Model of Occupational Therapy Clinical Education in Australia: a Pilot Study](#)  
Linda J. Furness, Anna Tjorn, and Alison C. Pignotti

[Athletic Training Students Demonstrate Supplemental Oxygen Administration Skill Decay, but Retain Knowledge Over Six Months](#)  
David C. Berry and Jennifer K. Papp

### Systematic Review

[Telerehabilitation Versus Standard Care for Improving Cognitive Function and Quality of Life for Adults with Traumatic Brain Injury: a Systematic Review](#)  
Samantha Betts, Lana Fechter, Zoe Kleinig, Alice O'Connell-DeBolt, Henry Thui, Carmen Wong, and Saravane Kumar

### Opinion Pieces

[Understanding and Supporting Adults with Fetal Alcohol Spectrum Disorder - Strategies for Health Professionals: an Opinion Piece](#)  
Amy Martynuk and Sheri Menase

[Collaboration or Colusion? The New Era of Commercial Online Resources for Students in the Digital Age: an Opinion Piece](#)  
Cristen Liemack and Salvador Esperza

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**Percentile Ranks for Walking Speed in Subjects 70-79 Years: A Meta-Analysis**  
James Roush, R. Curtis Bay



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## ***Internet Journal of Allied Health Sciences and Practice***

The *Internet Journal of Allied Health Sciences and Practice* (IJAHSP), the college's official journal, is an internationally peer-reviewed, open-access, scholarly, online journal dedicated to the global exploration of allied health professional practice, research, and education. Now in its 16th year of publication, the IJAHSP continues to welcome manuscripts from first-time and seasoned authors who have the desire to share knowledge through the dissemination of published works online.

The IJAHSP provides a global, interdisciplinary forum where initiatives involving the science, practice, and education of allied health professionals are shared. Because of the journal's broad scope, its editorial and review boards are composed of practitioners, researchers, scholars, and educators from universities, hospitals, and private practices across the globe. It is because of these individuals that the journal continues as a free service to the health science community.

There is no cost to authors to publish or to readers to download articles, and there are no advertisements. It is truly a service to the world of allied health. More than 100 articles are downloaded each day from readers around the world. At the bottom of the front page, there is a world map that shows which articles are being downloaded and from where, when you use Firefox or Chrome as your browser; this feature does not work with Explorer. To view the journal, please visit [nsuworks.nova.edu/ijahsp/](http://nsuworks.nova.edu/ijahsp/).

## **The Next 25 Years**

The one thing we know for sure about the future of the college is that there will be change. Changes in health care are coming at us so quickly, it is difficult to keep up. Available technology to facilitate better diagnosis and treatment is increasing at a pace we have never seen before, and the need for interprofessional approaches to patient care has become paramount. Whatever comes our way, the Dr. Pallavi Patel College of Health Care Sciences will be there to lead our professions into new visions for health care.

## [ Student Affairs ]

# PCHCS Student Government Association Transforms Successfully

By Jonathon May, Ed.D., Director of Student Affairs

IT WAS ONLY about five years ago that the Dr. Pallavi Patel College of Health Care Sciences (PCHCS) worked with students to form a new Student Government Association [SGA]. Before this time, each academic program had its own SGA for its programs. This meant the college had 19 SGAs operating at the same time, which created some confusion among students and staff members.

This confusion also was present at the NSU campuses, where each campus has its own campus SGA, which in name seemed to compete with the academic program groups. It was clear that something needed to change in the student governance structure.

Fortunately, Brad Williams, Ed.D., NSU dean of student affairs, reached out to the college's SGA leaders and invited them to participate in a retreat, where they were challenged to find a working solution to these problems. This invitation was extended to Fort Lauderdale/Davie and other campus leaders.

Students from all campuses gathered to discuss ideas and possible solutions. They felt very strongly that the Fort Lauderdale/Davie groups and the campus groups should merge leadership into one SGA that would represent the college at all campuses—a new model of student governance for NSU. The students formed a committee and drafted a new constitution that would provide leadership and govern the new organization.

During the past three years, the new constitution provided the foundation for decisions, changes, and new development for the SGA. In this short time, the SGA presidents formed an executive board and made decisions about budget allocations. In the first year, the presidents created an intentional budget request process that included all groups making requests for funds from a general fund.



SGA leaders now represent the college at all campuses.

More recently, a new administration wanted to change the budget allocations process to one that divided the funding earlier by headcount percentages in each program. This streamlined the process and allowed all groups to access additional funding in a more efficient way. These funding changes will allow the SGA to focus on other important issues, such as addressing student concerns.

Recently, the SGA presidents met with the Martin and Gail Press Health Professions Division Library staff members and addressed concerns they had about the computer labs and access to study rooms. The presidents also reached out to the NSU Office of Public Safety and the Office of Facilities Management to host talks about campus safety in the wake of the Parkland, Florida, shooting tragedy.

Their plan is to host an HPD-wide student event where students can learn about what is being done on campus to keep them safe and provide their input. It has been amazing to see the transformation of this group over the last five years. ●

## [ Alumni Show Corner ]

# Celebrating 25 Years of Alumni: Past, Present, and Future

By Heidi Jameson, Coordinator of Student Affairs

## 25th Anniversary Celebration and CEU/CME Events

WE CORDIALLY INVITE YOU to attend the Dr. Pallavi Patel College of Health Care Sciences' [PCHCS] 25th Anniversary Celebration, continuing education unit [CEU], and continuing medical education [CME] events on November 9–10, 2018. Some of the CEU/CME topics include "Mental Health First Aid," "Crises Management Using High-Fidelity Simulation," "The Adult Congenital Heart Defect Patient in the Echocardiography Lab," and "Dysphagia." The CEU/CME events are free for NSU alumni.

For those who attend the celebration and CEU/CME events, our PCHCS friends—community hotels, restaurants, and attractions—are generously providing discounts of 25 percent or \$25 off to attendees and their families during the week of November 5–11 [see below]. ●

To receive updates to our schedule and attendee discounts, please visit [healthsciences.nova.edu/studentaffairs/25th-anniversary.html](http://healthsciences.nova.edu/studentaffairs/25th-anniversary.html).



Reserved rooms with special rates. SPG event planner points, complimentary Internet access and parking. Reservation availability until October 6, 2018.



Holiday Inn Express Plantation includes breakfast, Wi-Fi, and parking. Ask for the Nova Southeastern University discount rate when booking a reservation.



Sawgrass Mills, one of the most popular tourist destinations in Florida, is generously offering a digital voucher that participants can either show on their phone or print at their Guest Services Desk at Entry 3 [Burlington Coat Factory entrance] to receive a complimentary Destination Passport with more than \$1,500 in savings at nearly 200 stores.



Request the NSU rate by referencing Client ID#4059637 on the telephone or online for room-rate discount.



Twenty-five percent off adult and child admission to Flamingo Gardens with a pass, which is available at the event.



Attendees have a chance to win a door prize of a Jungle Queen dinner and show for two.



Stranahan House Museum is graciously providing door prizes for complimentary and buy-one, get-one guided tours.



Butterfly World in Coconut Creek contributed two complimentary passes to its walk-through tropical gardens that feature more than 20,000 live butterflies.



## [ Alumni Show Corner ]

## Alumni and Students: PARTNERSHIP OPPORTUNITIES

WHAT WAS YOUR MOST MEMORABLE learning experience at NSU? For many of our current students, it is participating in medical outreach trips. Recent trips have brought our students to the Dominican Republic, Guatemala, Nicaragua, and many other countries.

“Every summer, our program travels with 40 students into the mountains to dispense free health care, medication, and services to the Poqomchi’ people of rural Guatemala,” said Kelly Graham, a class of 2019 physician assistant student from the NSU Orlando Campus. “While there, we also set up in-house stoves and water-filtration systems to prevent many environmental toxins that cause endemic illnesses in the region. This global service is a passion we love and look forward to every year.”

Jacksonville physician assistant student Cayla Taylor shared that she expects her class to continue the tradition of traveling to the Dominican Republic to volunteer at a local hospital, at an orphanage, and at community clinics to see patients and provide health education.

Audiology student Lindsey Spears said her classmates will continue the tradition of visiting Nicaragua to provide complimentary hearing evaluations to children and fit them with hearing aids.

These students, and many others across our spectrum of academic programs, exemplify the university’s core value of community—the guiding standard of humanitarianism and civic engagement. If you would like to enrich future fellow health professionals while providing medical care to some of the poorest people in the world, we invite you to consider making a donation.

*(continued on page 14)*

**Aliya Chaudhry and Chaz Kisgeropolous entertain children in Guatemala by drawing on their arms during a break.**







Ashley Sweat and Leann Whitt check children for head lice in Guatemala.



NSU physician assistant students in the Dominican Republic converse with patients.

NSU physician assistant students in the Dominican Republic pose with patients.



## [ Alumni Show Corner ]

*(continued from page 12)*

Medical outreach trips are not the only avenue of alumni/student partnerships. The college's professional scholarships are key to both recognizing exemplary students and supporting their success. When speech-language pathology student Lauren Lagunovich received the inaugural Robin Shari Parker Memorial Scholarship, she said, "My passion for this field has been solidified by the caring and knowledgeable professors I have connected with since beginning my journey at Nova Southeastern University. This has been one of the most rewarding experiences of my life."

Giving our students the opportunity—another NSU Core Value—to help them achieve their dreams is also an opportunity for all alumni, faculty and staff members, and community partners to help students achieve their dreams. We invite you to consider making a donation to support student scholarships by visiting [realizingpotential.nova.edu/give/index.html](https://realizingpotential.nova.edu/give/index.html) or texting NSUPCHCS to 41444. Under the "Select Your Designation" dropdown menu, choose "Dean's Excellence Fund" and type your program or "medical missions" preference in the comments section. ●

## SCHOLARSHIP RECIPIENTS



Kelly Jones of Peru, New York, was a 2017–2018 recipient of the Nicole Weiser Memorial Scholarship in Audiology.



Audiology student Marsadi Parliament of Niagara on the Lake, Canada, also was a recipient of the Nicole Weiser Memorial Scholarship.



Lauren Lagunovich received the inaugural Robin Shari Parker Memorial Scholarship in Speech-Language Pathology.

If you are interested in seeing the students who have earned scholarships in the past, as well as available scholarships, go to [healthsciences.nova.edu/studentaffairs/scholarships/scholarships.html](https://healthsciences.nova.edu/studentaffairs/scholarships/scholarships.html). For those interested in scholarship naming opportunities, please contact Terry Morrow Nelson, Ph.D., associate dean, at [studentaffairschcs@nova.edu](mailto:studentaffairschcs@nova.edu).



## Alumni Traditions

### NEW TRADITIONS

ONE OF THE NEWER alumni traditions within the PCHCS is joining our fellow NSU alumni at the NSU Takeover Night at the Florida Panthers at BB&T Center in Sunrise, Florida. With more than 300 alumni and guests in attendance, this year's Takeover Night featured an all-you-can-eat buffet in the VIP Sky lounge, an open beer and wine bar, a special gift from alumni affairs, and the opportunity to go out on the ice and make a puck shot after the game. Razor the Shark and a few lucky alumni even rode the Zamboni. Attendees return year after year and consistently report that this is one of their favorite events.

January 2019 will be the fifth anniversary of this newer tradition. To ensure you do not miss next year's invitation, please update your record at <https://nova.edu/webforms/alumni/index.html>. ●



Alumni watch the Florida Panthers in action.



Many, above and below, shared the fun at the NSU Takeover Night at the Florida Panthers event.

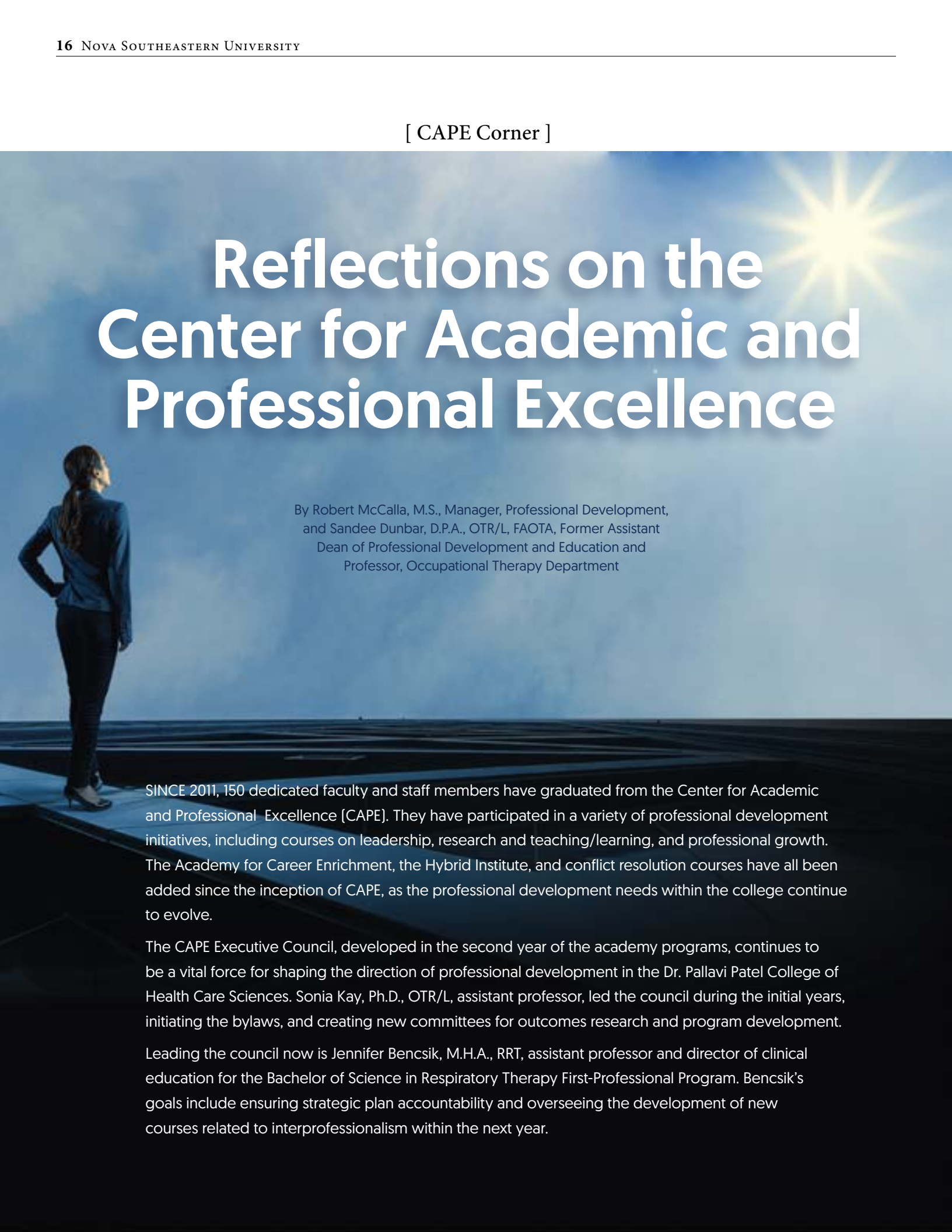


### CREATING A LEGACY

As we celebrate the past, we continue to create for the future. With our distant graduates in mind, we are continuing to build our professional online platform, where we offer periodic webinars addressing your professional needs, such as "Writing an Effective CV for Health Care," and post open faculty positions within the college.

Our latest updates include a growing list of health care jobs external to NSU, as well as alumni event photos. Do not miss these unique opportunities. Sign up using your LinkedIn or Facebook account at [nsuconnect.net](https://nsuconnect.net), then follow the Dr. Pallavi Patel College of Health Care Sciences page for updates.

[ CAPE Corner ]



# Reflections on the Center for Academic and Professional Excellence

By Robert McCalla, M.S., Manager, Professional Development,  
and Sandee Dunbar, D.P.A., OTR/L, FAOTA, Former Assistant  
Dean of Professional Development and Education and  
Professor, Occupational Therapy Department

SINCE 2011, 150 dedicated faculty and staff members have graduated from the Center for Academic and Professional Excellence [CAPE]. They have participated in a variety of professional development initiatives, including courses on leadership, research and teaching/learning, and professional growth. The Academy for Career Enrichment, the Hybrid Institute, and conflict resolution courses have all been added since the inception of CAPE, as the professional development needs within the college continue to evolve.

The CAPE Executive Council, developed in the second year of the academy programs, continues to be a vital force for shaping the direction of professional development in the Dr. Pallavi Patel College of Health Care Sciences. Sonia Kay, Ph.D., OTR/L, assistant professor, led the council during the initial years, initiating the bylaws, and creating new committees for outcomes research and program development.

Leading the council now is Jennifer Bencsik, M.H.A., RRT, assistant professor and director of clinical education for the Bachelor of Science in Respiratory Therapy First-Professional Program. Bencsik's goals include ensuring strategic plan accountability and overseeing the development of new courses related to interprofessionalism within the next year.

Many committed faculty leaders have coordinated the multiple course offerings. Without their contributions, CAPE would not be successful. A sincere thank-you to all faculty and staff members who have worked with the professional development office coordinators to ensure that quality programs are developed and effectively taught.

It has been extremely rewarding to see the progress of CAPE and hear about the many ways in which faculty and staff members have benefited. Cape graduate Lonette Spence, D.H.Sc., RVT, assistant professor and course coordinator for the Teaching and Learning Academy, provides an example of how the professional development initiatives influenced her as an academician.

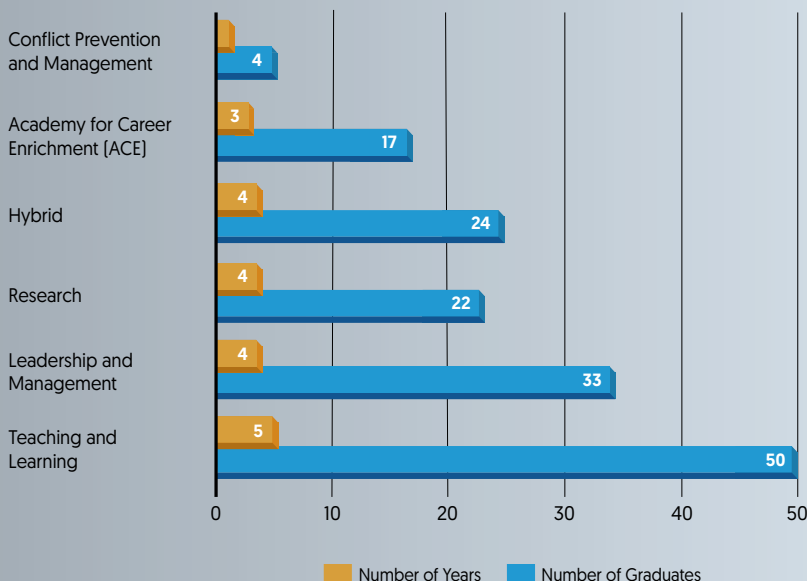
"I began working at NSU in August 2011 and took the TLA course in September that same year, when it was first offered. The Dr. Pallavi Patel College of Health Care Sciences orientation component was helpful to me, since I was a new employee. The course was 16 weeks

long, and I was simultaneously enrolled in the D.H.Sc. Program, so I had a lot going on at the time," Spence explained.

"The course was interesting, and the instructors made it engaging. I persevered, and as a result, I was inducted into the Teaching and Learning Academy. It has now been seven years since I took the course, and over this period, it has helped me with discovering my teaching style and theoretical methods," she added. "It has also helped me to integrate successfully into my position as an assistant professor. A year ago, I was given the opportunity to coordinate the TLA course, which is an added benefit of being an alumna."

Former dean Richard E. Davis, Ed.D., PA-C, and current dean Stanley Wilson, Ed.D., PT, CEAS, had a compelling vision to ensure that faculty and staff members are well supported in their academic roles. We look forward to continuing this journey that supports the NSU Core Values of academic excellence, opportunity, and scholarship. ●

### Center for Academic and Professional Excellence (CAPE)



### Year Course Initiated

- 2011:** Teaching and Learning
- 2013:** Leadership and Management
- 2014:** Research
- 2014:** Hybrid
- 2015:** Academy for Career Enrichment
- 2017:** Conflict Prevention and Management





# Interprofessional Fitness Program Teaches HPD Students About Autism While Serving the Community

By Melissa M. Tovin, Ph.D., M.A., PT, Associate Professor, and Elise Bloch, Ed.D., OT/L, Associate Professor

FOR 25 YEARS, the Dr. Pallavi Patel College of Health Care Sciences has been committed to preparing health professionals for the future demands of health care, with the ultimate goal of improving quality of life and health for patients and communities. To this end, the college and the university support innovative curricular strategies and projects that serve the local community through various outreach programs designed to promote health, wellness, and disease prevention.

Fit for Friends, Fit for Life! is a community-based program designed to support the needs of young adults with autism in the local community, while teaching health professions students skills for interprofessional, education [IPE], collaboration, and practice.

The changing landscape of today's health care environment presents challenges for graduates of health professions education, including more diverse patient populations, increasing rates of specific diagnoses, and escalating health care costs. Moreover, graduates are often required to work on interprofessional teams in a

variety of clinical and community-based settings. Health professionals, however, are not always adequately prepared through academic and clinical education for the shift in patient population or to work as part of interprofessional teams.<sup>1,2</sup>

Health care leaders and policymakers have recognized the importance of IPE to optimally prepare graduates to meet the needs of patients in a diverse and challenging health care system. Published recommendations support formal training for health professions students in team-based skills needed to work effectively with other

professionals.<sup>3</sup> Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team.<sup>4</sup>

In addition to more diverse patient populations, there has been a rise in some diagnoses, including autism spectrum disorder (ASD) and obesity. Over the past two decades, the number of individuals diagnosed with ASD has increased at an alarming rate.<sup>5</sup> Children and teenagers with ASD are at greater risk for becoming overweight or obese because of the unique challenges (e.g., social communication impairments, behavioral issues, sensory processing difficulties, and motor incoordination) that limit their opportunities and abilities to exercise.<sup>6-8</sup>

The risk for obesity is compounded by dietary restrictions, medications that cause weight gain, metabolic abnormalities, and lack of knowledge or awareness.<sup>6,8,9</sup> Consequently, this population is at greater risk for developing diabetes or other obesity-related health issues.

Engagement in physical activity can reduce this risk and has been shown to improve motor function and exercise capacity, social and communication skills, attention, motivation, self-esteem, and desire to participate in community peer activities.<sup>6,9</sup> Individuals with ASD face barriers to participation in community-based physical activity and fitness programs, such as behavioral issues, impaired executive functioning, safety concerns, financial limitations, time, fear of bullying, lack of staff training and support, and lack of information.<sup>10</sup>

As such, there is a need for community-based wellness and prevention programs and initiatives that specifically address and support the unique needs of this growing population. Furthermore, there is evidence that inter-



Osteopathic medicine and physical therapy students assist their partners in a strengthening activity.

professional, community-based programs with typical peer partners (e.g., university students) provide social participation benefits for young adults with ASD.<sup>11</sup>

Community-based IPE programs are not only beneficial for the individuals and families served; they also are valuable for students. In addition to improving interprofessional skills, students' involvement with people with ASD may influence their understanding, compassion, willingness, and ability to interact with this patient population as future professionals.<sup>12</sup>

*(continued on next page)*





FIT FOR FRIENDS  
FIT FOR LIFE!



▲ Occupational therapy, physical therapy, audiology, and osteopathic medicine students take a break with their partners.

◀ An osteopathic medicine student assists his partner with an agility drill.

*(continued from previous page)*

In addition, community-based programs incorporating peer mentoring (i.e., involvement of students) positively influence knowledge, attitudes, and behaviors toward individuals with disabilities.<sup>13, 14</sup> There is evidence that exposure to those with disabilities is more effective in influencing attitudes toward disability than the provision of information alone,<sup>15</sup> and improved attitudes positively influence level of comfort in working with patients who have disabilities.<sup>16</sup>





## References

In the Fit for Friends, Fit for Life! program, faculty mentors facilitated and helped 32 students from several health professions programs to work effectively with young adults with ASD.

In the fall of 2017, students participated in monthly trainings designed to provide knowledge and skills necessary to support individuals with ASD and their families or caregivers.

In January 2018, each student was paired with a young adult with ASD, and the dyad worked together for 12 weekly sessions at a local park. Working collaboratively, students fostered engagement in physical activity and promoted the development of social connections and friendships. Students supervised the young adults during various fitness activities, demonstrated proper exercise technique, and reviewed home programs consisting of exercises and nutritional guidelines for a healthy lifestyle. Students connected with parents and caregivers to reiterate the home exercise plans and shared weekly successes.

This program provided the students with the rare opportunity to work with the young adults and their families in the community and facilitate their participation in the natural environment. Family members, and many of the young adults, reported their enjoyment and appreciation for the program and expressed their desire for additional or extended opportunities to work with students on community engagement and fitness. ●

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# Anesthesiologist Assistant

Fort Lauderdale and Tampa



## Impacting the Profession: The History and Growth of NSU's AA Programs

By Llalando L. Austin II, Ed.D., CAA, RRT, Program Director

IN 2005, spurred by a four-year legislative push, the anesthesiologist assistant (AA) profession accomplished a major feat when it earned licensure in the state of Florida—an achievement that proved to be a great turning point in the history of the AA profession. When the Florida Board of Medicine approved the licensing of AAs in the state, it contributed to a domino effect of further expansion for a profession that had experienced little growth for almost four decades before the 2005 Florida ruling.

This triumph encouraged the trio of Robert Wagner, M.M.Sc., RRT, CAA, chair, Department of Anesthesia; Richard E. Davis, Ed.D., PA-C, former PCHCS dean; and Frederick Lippman, R.Ph., Ed.D., Health Professions Division chancellor, to do something bold. Together, they created the profession's first anesthesiologist assistant program in Florida at NSU's Fort Lauderdale/Davie Campus—and only the fourth program in the profession's 40-year history.

Don Sokolik, M.D., became the program's medical director, and in the summer of 2006, NSU's inaugural class of AA students began its coursework, which would later become the positive turning point the profession had been expecting for many years. These students would be responsible for opening the doors for future AAs and influencing the profession in profound ways.

In the summer of 2008, the first class of AA students graduated, setting the bar for AA practice in Florida that many anesthesia practices in the state would later use to gauge the program's ability to graduate skilled anesthesia care providers. NSU had created an AA program that would graduate competent providers who were optimally prepared to transition into leadership roles throughout the profession.

The successful implementation of NSU's first AA program at the Fort Lauderdale/Davie Campus birthed the idea to establish a second program at NSU's Tampa Campus in 2009. Comprising a similar makeup of faculty members, and a nearly identical curriculum, NSU's Tampa AA Program was born.



Florida Senator Michael Fasano (right), who sponsored the 2005 AA bill and was responsible for its passage, poses with Robert Wagner.

Rafael Miguel, M.D., one of the most recognizable names in the anesthesia community, was chosen to become the new program's medical director. A strong supporting cast of faculty and staff members was added to round out the



NSU Tampa anesthesiologist assistant students train in the performance of regional anesthesia

group that would become instrumental in carrying forward the vision of NSU's second AA program.

To date, both programs have shared a tremendous amount of success in several areas. More than 500 alumni have graduated from the two programs and are providing perioperative care to patients throughout the country as certified anesthesiologist assistants [CAAs]. These graduates have positively affected the lives of thousands of patients through safe and effective perioperative patient management.

Additionally, many of the graduates of NSU's AA programs have left a positive mark on the profession through their professional involvement at various levels. These graduates have gone on to very successful and flourishing careers as CAAs. In fact, many of them continue to influence the profession beyond competent perioperative patient management.

Aligned with its mission, the graduates of NSU's AA programs have influenced the profession through leadership roles that ultimately benefit the health care community. More specifically, NSU's AA graduates have served as leaders for the profession's national organization, ranging from their commitment as committee members and chairs, to being elected president.

State component societies have benefited tremendously from the leadership of some of NSU's graduates. Many of these graduates continue serving on or leading committees in pursuit of further expansion of the profession, speaking with politicians to advocate for expansion of AA practice, and maintaining educational involvement to influence AA practice as program directors, program faculty members, and clinical preceptors. The significant majority of AA

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graduates give back to their profession through their teaching of clinical externships for current first- and second-year students, which is motivating in its ability to offer a snapshot of the type of anesthesia care providers these students will soon become.

NSU's AA programs also have influenced education for most other AA training programs. Additionally, some of NSU's AA alumni have been promoted by their anesthesia groups and currently carry the title of chief anesthetist. One alumna of the Tampa AA Program utilized her knowledge and training to develop an invention that is successful in its prevention of nausea and vomiting, both in and out of the perioperative setting.

Two NSU graduates from the initial class of 2008 are actively guiding both of NSU's AA programs. Jermaine Leclerc, M.H.Sc., CAA, program director, has taken the helm for the Fort Lauderdale AA Program, while Llalando L. Austin II, Ed.D., CAA, RRT, continues to lead the Tampa AA Program. Additionally, a significant portion of NSU's AA Program faculty members are also program alumni.

Since graduating its inaugural class, NSU's AA programs have grown into two of the profession's most sought-after and recognizable programs because of their success, leadership, and academic and clinical excellence. Each year, more than 1,000 applications are received for the two programs, which continue to grow in esteem. In early 2018, the Fort Lauderdale AA Program displayed its excellence again when it won its first title at the Ethics Bowl, which was hosted at the Fort Lauderdale/Davie Campus.

The Tampa program, initially accredited in 2009, was recently awarded continuing accreditation in 2017, receiving zero citations during its accreditation site visit. This is the first time in the history of the programs that this was the result. The professionalism exhibited by the students and faculty and staff members of NSU's AA programs has left an influence of proficiency that is now encouraged by all other AA programs at the annual conferences.

NSU's AA programs consistently lead each year in the number of student posters presented at the profession's annual



NSU Tampa anesthesiologist assistant students lead the nation in academic performance.

national conference. Additionally, the programs have been able to celebrate consistently strong success on the national board exam. To date, the NSU Tampa AA Program has been able to celebrate a 100 percent first-time pass rate on the board exam for five out of seven years. The Fort Lauderdale program has shared equal success on the board exam, with an overall 100 percent pass rate.



*The Tampa program, initially accredited in 2009, was recently awarded continuing accreditation in 2017, receiving zero citations during its accreditation site visit.*

The Fort Lauderdale AA Program recently relocated to a new facility, which showcases its newly built, state-of-the-art operating theaters. In 2019, the Tampa AA Program will relocate to NSU's new Tampa Bay Regional Campus, in Clearwater, Florida.

The success of NSU's AA programs may have started with its initial graduating class, but the torch is passed each year to

another group that will leave a lasting impression on the profession in profound ways. With the continued commitment of the program's faculty and staff members and leadership, NSU's AA programs will continue to leave a positive mark on the profession and, more importantly, the lives of thousands of patients in need of safe and effective perioperative care. ●



# Audiology

Fort Lauderdale



## Historical Overview of the NSU Doctor of Audiology Programs

By Erica Friedland, Au.D., Chair and Associate Professor  
[Additional contributions: Barbara Packer-Muti, Ed.D., Au.D., CCC-SLP, and Barry Freeman, Ph.D., Au.D., CCC-SLP]

RESPONDING TO CHANGES in the educational climate and direction of the audiology profession, Barbara Packer-Muti, Ed.D., Au.D., CCC-SLP, executive director of institutional and community engagement, designed the NSU post-master's Doctor of Audiology (Au.D.) Program as part of the required leadership coursework for the Ed.D. program.

In her faculty position in the Department of Audiology and Speech-Language Pathology in the Fischler Graduate School of Education, she was perfectly poised to present the program to the New Program Review Committee with overwhelming support by then dean Richard Goldman, Ph.D. The program was accepted and presented to then NSU President Ray Ferrero, Jr., J.D.

In 1997, the first group of practicing audiologists began the distance-learning, post-master's Doctor of Audiology Program. This was a unique and innovative program taught by experts in the field from around the country via live-video-distance learning. Because this program was designed for the working professional, the courses were taught monthly on a weekend.

Shortly after the program began, Packer-Muti chaired the search committee to hire a nationally recognized audiologist to bring name recognition to the program. Barry Freeman, Ph.D., chair of the audiology department, was hired, and one of his first tasks was to develop the postbaccalaureate Doctor of Audiology Program. The master's degree was the required entry-level degree for the profession, but the Au.D. was quickly gaining acceptance as the direction the profession needed to take to elevate audiology education and be recognized for limited-license practitioner status.

The program's curriculum was designed based on the model curriculum set forth by the 1990 American Academy of Audiology Task Force on Doctor of Audiology degree programs. The group at NSU took it a step further and decided to exceed these recommendations by adding innovative coursework such as Ethics/Professionalism, Genetics, Geriatric Audiology, Pharmacology, and Practice Management.

The Council on Academic Accreditation granted conditional accreditation in 1999, and the postbaccalaureate program began in January 2000 with six students. The second class was admitted in September 2000, and a new class has been admitted each year since then. NSU was one of the first five postbaccalaureate Au.D. programs in the country.

In 2002, the program petitioned the president of the university to move to the Health Professions Division, since the program is a first-professional degree based upon a medical model, which was a better fit for the program. The petition was granted, and the program was moved to the College of Allied Health in 2003. In 2010, the program also was accredited by the Accreditation Committee for Audiology Education and holds the distinction of dual accreditation with 7 (of 72) other programs. The program, which has eight full-time faculty members, has grown steadily over the years from classes of 10 to 12 students to classes of 18 to 20 students. ●





Class of 2016 White Coat Ceremony

### Doctor of Audiology Program in the United Kingdom

Building upon the success of the post-master's Au.D. Program in the United States, Freeman was invited to give a presentation at the British Academy of Audiology national meeting about professional doctoral education.

After the presentation, the leadership of the British Academy of Audiology invited Freeman to a meeting to discuss a new Doctor of Audiology degree program based in the United Kingdom. The meeting was joined by Packer-Muti and Anthony DeNapoli, Ed.D., executive director of the Office of International Affairs. Packer-Muti and DeNapoli designed a curriculum similar to the post-master's Au.D. Program in the United States.

The United Kingdom students heard the news and were adamant that the program include live instruction and teaching by U.S.-based audiologists. Arrangements were made to offer the program in London for practicing audiologists beginning in 2002. NSU rented space at a local university, and instructors flew to London to offer the coursework live over a long weekend. The courses and coursework were designed for the working professional. By the program's second year, 14 students were enrolled.

The first post-master's Au.D. class defied the many hurricanes in 2004 and traveled to the Fort Lauderdale/Davie Campus from England, Ireland, and Malta to walk at graduation. Since its inception, the program has taught students from Denmark, England, Germany, Ghana, Ireland, Jordan, Malta, Qatar, and Saudi Arabia. ●



Barry Freeman is shown with the Practice Management class in the United Kingdom in June 2013.

# Cardiopulmonary Sciences

Palm Beach



## Department of Cardiopulmonary Sciences Hosts CEU Event

By Lisa Farach, D.H.Sc., R.N., RRT, Chair, Department of Cardiopulmonary Sciences

THE DEPARTMENT of Cardiopulmonary Sciences (DCS) started the 2015 academic year with nine first-professional students, eight of whom graduated in August 2017. Born out of the desire to remain connected to alumni and promote advanced education in the field of respiratory therapy, a continuing education unit (CEU) event was organized.

On March 9, 2018, the DCS held its inaugural CEU event at the Palm Beach Campus. The event was in celebration of the Dr. Pallavi Patel College of Health Care Sciences' 25th anniversary, with special invitations sent out to the Bachelor of Science in Respiratory Therapy alumni. Although the DCS is new and does not have an extensive list of alumni, several attended.

The morning began with registration of the attendees, which was conducted by our current B.S. in Respiratory

Therapy students, followed by a light breakfast that allowed for a casual meet and greet. The chair of the DCS began the event by welcoming everyone to the Palm Beach Campus and introducing the faculty and staff members.

Six speakers from Broward Health North, Draeger, General Electric, Hamilton Medical, Macquet, and Percussionaire presented innovative topics in the respiratory care field. The educational event focused on sharpening respiratory therapists' critical-care skills and discussing new modalities in mechanical ventilation.

Justin Tse, B.S., a clinical specialist from Hamilton Medical, provided informative insights on the use of the ventilator interface and how to properly evaluate patients' tolerance of their current ventilator settings. Jennifer Wooley, M.S., a clinical nutrition specialist from General Electric, discussed the importance of indirect calorimetry in feeding critically ill patients and the impact on proper nutrition in weaning ventilator patients.

Patients who are underfed or overfed can have difficulties coming off the ventilator, which can lead to increased risk of developing pneumonia, as well as additional medical costs. It cannot be assumed that each patient's caloric needs are the same, so this tool can provide valuable data.

Darren Hoffberger, D.O., FCCP, the NSU DCS medical director, spoke on the topic "Post Anesthesia Pulmonary Complications." This topic directly affects respiratory therapists, since they are often called to the recovery room when patients are unable to tolerate the removal of an endotracheal tube or are simply having difficulty breathing after surgery. Recognizing and managing such incidents is essential for ICU therapists. This lecture further stressed the importance of the respiratory therapist's role in working collaboratively with physicians in critical-care settings.

Event attendees came from Broward Health Coral Springs, Joe DiMaggio Children's Hospital, Jupiter Medical Center, Kindred of Palm Beaches, and Palm Beach Gardens Medical Center. Several individuals commented that the event exceeded their expectations and expressed how impressed they were with the Bachelor of Science in Respiratory Therapy Program's state-of-the-art facility. The event's success laid the groundwork for it becoming an annual event. ●

## An Alumni Experience

By Swinita Moore, B.S., RRT, 2017 Alumna



AFTER FINISHING MY ASSOCIATE'S DEGREE in respiratory therapy, my desire was to move forward with a bachelor's degree, as I knew that is what many fields, such as management, sales, or furthering medical careers, require. However, I needed to support my children.

I waited almost six years to start the B.S. in Respiratory Therapy Postprofessional Program at NSU. I kicked myself for not starting sooner. The online classes allowed me to work at the same time. In fact, I worked two jobs. The material I was learning strengthened my role as a respiratory therapist every day. When you take your board exams and start working, you learn plenty, but without detail. Once you gain experience, what you've learned makes so much more sense. The most compelling moment for me occurred mid-program. One required reading assignment was a journal article discussing ICU-acquired weakness—how the combination of steroids, paralytics, and the number of days on a ventilator were all catalysts. I had two situations that directly related to this article.

A four-year-old at the children's hospital where I worked was intubated twice for an MRI. In the pediatrics field, paralytics are often used during an MRI to keep children still. The child had an obstruction of his airway for which he was receiving steroids. The airway obstruction was resolved with the steroids; however, his mental status became a concern. This later required him to be re-intubated for a CT scan of the brain, which came back normal. I was able to raise the possibility of an ICU-acquired weakness, and a need for more physical therapy, plus time. The doctor agreed, and the boy walked out of our ICU just fine.

As if that were not gratifying enough, I also had a 45-year-old patient who was intubated for asthma. I was there on the initial intubation and again on day five. During rounds, I questioned the combination of steroids with paralytics. I even brought my copy of the article and gave it to the intensivist. He was willing to listen, because he knows the importance of evidence-based medicine. He changed the patient's medications, and we were able to extubate him the next day.

The intensivist took me to the patient's bedside and told him, "This girl saved your life." Of course, it was teamwork, but this made me feel great, because burnout is very real; however, the fulfillment of having made a difference or saving a life makes it all worth it.

One of my coworkers started NSU's Bachelor of Science in Respiratory Therapy Program right after I did. She, too, wished she had started sooner. Another coworker was trying to decide on a B.S. in Respiratory Therapy or a bachelor's in health administration. When the discussion came up, a health administration alum advised my coworker to follow me and get the respiratory therapy degree at NSU because, "You are going to learn so much more toward your field, rather than just about management."

I am happy I chose NSU's B.S. in Respiratory Therapy Program, and I plan to continue my education with NSU. I am only two prerequisite courses away from applying to the Anesthesiologist Assistant Program. The difficulty of the online courses was the perfect level of comfort for me as a returning student. It was the right stepping-stone to move on gradually to a better career and a better life. ●



# Health and Human Performance

## Athletic Training

Fort Lauderdale  
Master of Science Program



## Athletic Training Program Transitions to Master of Science Program

“Being housed in the Dr. Pallavi Patel College of Health Care Sciences provides a unique opportunity for our faculty members and students to work with other health care professions in and out of the classroom.”

—Pradeep Vanguri, Ph.D., LAT, ATC,  
athletic training program director

THE NSU ATHLETIC TRAINING PROGRAM (ATP) initially received accreditation from the Commission on the Accreditation of Athletic Training Education in 2003 and implemented an undergraduate program. For more than 15 years, the ATP included a strong history of preparing students for athletic training careers in high schools, colleges, universities, clinics, and with professional teams.

“The faculty and supporting staff were encouraging and supportive with the success of my educational career in athletic training,” said Christine Sacramento, head athletic trainer at Somerset Academy and an ATP alumna.

ATP alumnus Miguel Motolongo, M.S., an athletic trainer at the Los Angeles Football Club, shared the following insights. “The ATP provided me with an extensive background in the field of sports medicine,” he said. “Its faculty members are local leaders and considered experts in the profession. With state-of-the-art equipment, laboratories, and prestigious clinical sites, NSU’s ATP prepared me for an exciting career in professional sports.”

In the summer of 2018, the ATP will continue its tradition of developing successful athletic trainers at the graduate level with its inaugural class in the Master of Science in Athletic Training (M.S.A.T.). “I will gain experience as an emergency medical technician from the beginning and have a 12-week immersion clinical rotation to make sure I am really set for my professional career,” said Shelby Peterson, the first student accepted into the M.S.A.T. Program. “I also know I will be learning from a variety of health care professionals, which is why I feel extremely confident when pursuing my professional career.”

Pradeep Vanguri, Ph.D., LAT, ATC, athletic training program director, provided his viewpoint about the program’s history. “Our profession has come a long way, and our program at NSU has certainly mirrored the national trend for graduate education in athletic training,” he explained. “Being housed in the Dr. Pallavi Patel College of Health Care Sciences provides a unique opportunity for our faculty members and students to work with other health care professions in and out of the classroom. We look forward to the continued growth and success of our M.S.A.T. Program, building on the traditions we have already established.” ●



Above and left, NSU Athletic Training Program students



# Health and Human Performance

## Exercise and Sport Science

Fort Lauderdale



## Looking Back at the Establishment of the HHP Exercise and Sport Science Program

By Jose Antonio, Ph.D., FNCSA, FISSN, Program Director

THESE ARE EXCITING TIMES at Nova Southeastern University. Thanks to the transformational gift from Dr. Pallavi Patel, M.D., and Dr. Kiran C. Patel, M.D., the Dr. Pallavi Patel College of Health Care Sciences and its Department of Health and Human Performance (HHP) are poised to attain world-class status in the sport science field. With our highly experienced and internationally renowned faculty, small class sizes, and countless opportunities, the Exercise and Sport Science (EXSC) Program will be at the forefront of teaching and research.

Perhaps, unlike other fields of study, exercise and sport science can serve as a way to bridge the gap between several areas in the medical and allied health sciences.

There is a natural synergy and opportunity between the exercise and sport science field and others, such as medicine, nutrition, and athletics. Ever since the genesis of the exercise and sport science major a decade ago, our department has grown rapidly. Starting from scratch, we have grown to include more than 150 undergraduate majors.

Our stellar faculty includes Monique Mokha, Ph.D., ATC, LAT, CSCS, professor, who joined the HHP department in August 2010. She was the former program director and is a renowned biomechanist. In August 2011, Tobin Silver, Ph.D., CSCS, associate professor, joined the HHP team. Silver, who is skilled in biomechanics and is a well-rounded scientist, also is erudite in exercise physiology and metabolism.

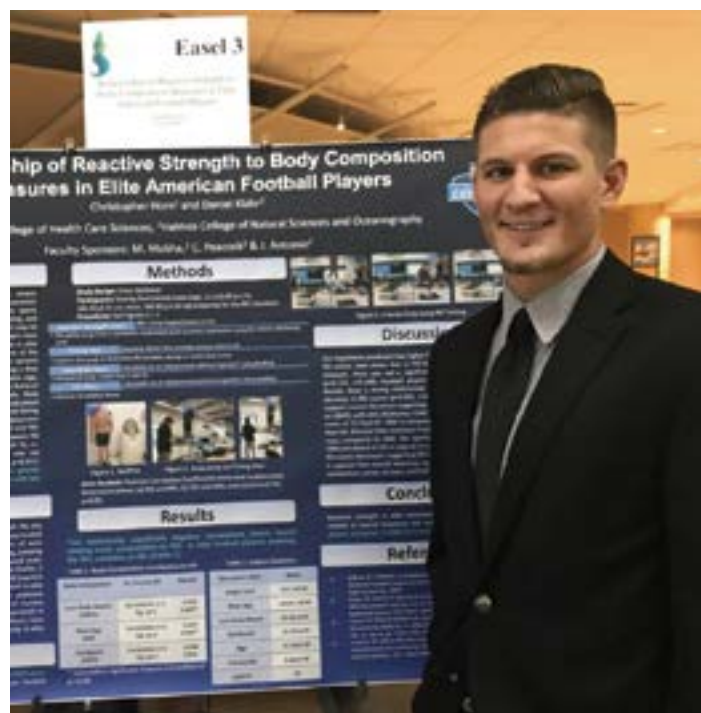
In August 2012, Corey Peacock, Ph.D., CSCS, CISSN, CPT, associate professor, joined the HHP Athletic Training Program. He is a strength and conditioning specialist who is widely known for his work with skilled mixed martial arts fighters. In January 2017, Lia Jiannine, Ph.D., CSCS, who brings an intriguing focus on behavior and fitness, became our newest addition to the department. In January 2018, I became the new program director. I began working at NSU in August 2009 and serve as a leading voice in the world of sports nutrition science.

Our team works closely with students to deliver on the NSU mission, which includes academic excellence, intellectual inquiry, research, and commitment to community. However, the real stars of the Exercise and Sport Science Program are our undergraduate students, who immerse themselves in the educational process, culminating in research presentations locally and internationally.

For example, EXSC student Kourtney Kostzer worked with Mokha for two semesters implementing gait-retraining strategies in distance runners. They used 3-D motion capture and force measurement to document the changes over a six-week period. Kostzer earned second place at NSU's Undergraduate Student Symposium in 2016 for an oral presentation of the research. Later that year, a paper was published in the proceedings of the International Society of Biomechanics in sports.



## NSU Undergraduate Student Symposium



Christopher Horn



Top left: Sarah Knafo gives a presentation.

Above: Cara Axelrod and Jose Antonio

Graduate student Anya Ellerbroek worked on several projects with me. These included a one-year study on the effects of protein intake on recreational bodybuilders as well as in trained women. She coauthored six peer-reviewed publications and gave a tutorial presentation at the International Society of Sports Nutrition (ISSN) Conference and Expo. Currently, undergraduate EXSC student Cassandra Carson is assisting with data collection on a project related to sleep and diet and will present a related poster at the upcoming ISSN Conference and Expo.

At the NSU Undergraduate Student Symposium held on April 6, the EXSC Program demonstrated how it has become an integral part of the university, with student collaborations from the Department of Psychology and Neuroscience and the Dr. Kiran C. Patel College of Osteopathic Medicine's Master of Science in Nutrition Program. EXSC students Daniel Klahr and Christopher Horn worked closely with Mokha, culminating in the presentation of data related to collegiate football players and reactive strength.

Sarah Knafo, undergraduate student in the Department of Psychology and Neuroscience, collaborated with the EXSC Program to present genetic data on athletic performance. Additionally, Cara Axelrod, M.S., a certified Dr. Kiran C. Patel College of Osteopathic Medicine sports nutritionist, presented data on pre-exercise supplementation.

The Exercise and Sport Science Program will soon have a footprint that is recognized worldwide. It is only via the collaborative efforts of the NSU community that we have been able to grow and prosper. ●

# Health Sciences

## Cardiovascular Sonography

Tampa



## Documenting Seven Years of Growth and Excitement

THE BACHELOR OF SCIENCE in Cardiovascular Sonography Program at NSU's Tampa Campus has seen seven exciting years of growth, community outreach, and new technology in health care education. The program was created to meet the demand for entry-level sonographers educated in two specialties of medical ultrasound: adult cardiac and vascular sonography.

The 27-month curriculum includes 500-plus hours of hands-on training and one year of clinical externship. Program graduates are eligible for the Adult Echocardiography and Non-Invasive Vascular Technology national registry exams of the American Registry for Diagnostic Medical Sonography (ARDMS).

In the fall of 2011, Samuel Yoders, Ph.D., Ed.S., RVT, program director, and Francine Leonard, academic coordinator, began establishing community contacts, recruiting faculty members, securing clinical affiliation agreements, and interviewing applicants for the first incoming class of May 2012. The inaugural class was indeed a good one. Fourteen students out of 75

applicants were accepted, with all 14 students graduating in August 2014—and all passing their ARDMS registry exams.

The class of 2014 graduates have become ambassadors for NSU and the Bachelor of Science in Cardiovascular Sonography Program while employed at renowned hospitals nationwide, such as the Cleveland Clinic, Florida Hospital Pepin Heart Institute, Johns Hopkins, and UF Health Shands. Subsequent classes have continued to follow the path of excellence forged by the class of 2014. The program's graduate educational outcomes include a 92 percent retention, a 97 percent ARDMS SPI examination pass rate, an 88 percent ARDMS specialty exam pass rate, and 83 percent employment.

Using innovative, web-based marketing campaigns, the program grew, thanks to the support of Joycelyn Vogt, M.B.A., former director of outreach and marketing for the NSU regional campuses, combined with student recruiting events at other colleges and schools. The efforts of Michael Abraham, assistant director of student recruitment at the NSU Tampa Campus, have resulted in recruiting events at nine area colleges and universities and nearly a dozen Tampa Bay area high schools.

These efforts definitely have paid off. For the past three years, the program has admitted a full class of students, including the new class that began in May. Many students enrolled in the program have come from various regions of Florida, with about half coming from 21 other states and 8 foreign countries.

In August 2012, the Cardiovascular Sonography Program made educational history when it took delivery of an advanced 3-D simulator of the human heart. The NSU program is the first allied health degree program to obtain this advanced simulator technology. All previous educational purchasers of this simulator use it to train physicians in medical schools. This state-of-the-art simulator, known as HeartWorks, is a creation of MedaPhor North America in Alpharetta, Georgia. Through doctoral research, integration of the HeartWorks simulator has resulted in more effective educational experiences and outcomes for the program's students.



The cardiovascular sonography team take a break after the Hendry/Glades Community Health Fair on February 4, 2017.

Class of 2015 cardiovascular sonography student Amani Shehadeh works with the HeartWorks echocardiography simulator.

Community outreach and interprofessional education (IPE) have also been important components of the program's growth. For example, for the past two years, students participated in the 16th annual Hendry/Glades Community Health Fair, organized by NSU's Dr. Kiran C. Patel College of Osteopathic Medicine, to provide preventive health care screenings to the medically underserved community of Clewiston, Florida.

In 2017, 4 faculty members and 14 cardiovascular sonography students provided cardiac and vascular health screenings to 32 participants. In 2018, 15 students and 5 faculty members provided nearly 90 heart and vascular screening exams. This community outreach event also provides valuable IPE opportunities to nearly 200 NSU students from 13 medical and health care programs based at the Fort Lauderdale/Davie, Palm Beach, and Tampa campuses.

In 2019, the program will see even more excitement when it, and the rest of the NSU Tampa team, moves to the new Tampa Bay Regional Campus in Clearwater, Florida. A series of philanthropic gifts from the Patel Family Foundation to NSU have coalesced into the development of a new, 325,000-square-foot facility that will be an expansion of NSU's Dr. Kiran C. Patel College of Osteopathic Medicine, as well as the new home for all of the programs currently housed at the Tampa Campus.



Groundbreaking for the new facility took place on March 7, resulting in much excitement from the community and nationwide press coverage. An additional site for the Dr. Kiran C. Patel College of Osteopathic Medicine and the Dr. Pallavi Patel College of Health Care Sciences programs are just a couple of the results that have occurred thanks to these amazing investments in the future of NSU and health care education.

The past seven years have seen exciting growth and new opportunities for the Bachelor of Science in Cardiovascular Sonography Program. The pace is picking up with even more excitement coming with the amazing, new Tampa Bay Regional Campus in 2019. The future looks very bright for the Cardiovascular Sonography Program and the entire NSU team. ●



# Health Sciences

## Medical Sonography

Fort Lauderdale



## Highlighting the Achievements of Medical Sonography at NSU

By Jorge Han, M.D., RDMS, RDCS, RVT, Medical Sonography Program Director, and Brianna Black Kent, Ph.D., Chair, Department of Health Sciences

SINCE ITS CREATION in 2004, the Dr. Pallavi Patel College of Health Care Sciences' Department of Health Science Medical Sonography Program has "talked the talk and walked the walk," evolving into one of the most prestigious sonography programs in the United States and abroad. Guided by the vision, mission, and core values of Nova Southeastern University, the program succeeds in pursuing academic excellence, focusing on student-centeredness, valuing integrity, promoting innovation, providing opportunity, seeking diversity, facilitating scholarship and research, and serving the surrounding communities.

Established in 2004, the Medical Sonography Program offered the Bachelor of Health Science degree with a concentration in vascular sonography. In 2009, the program initiated the option for a Master of Health Science (M.H.Sc.) degree. In 2011, the Society of Diagnostic Medical Sonography published an assessment of the new trends in the medical sonography field in the *Journal of Diagnostic Medical Sonography*, which included an analysis of recommended program outcomes.

This assessment prompted the program to expand in 2013 with the addition of the general concentration, while maintaining the original vascular curriculum. The inclusion of the general concentration offered new students the opportunity to earn two credentials in up to four specialties: vascular, abdomen, obstetrics and gynecology, and breast. Graduates of the Medical Sonography Program with the generalist concentration are prepared to fill emergent changes and trends in the medical field.

"In my mind, this program has been outstanding in fulfilling several needs," said James Benenati, M.D., medical director of the Medical Sonography Program. "Because of their diversified training, graduates can work with specialists in cardiology, radiology, surgery, and vascular medicine."

Mirroring the vision of the medical sonography professional organizations, the program designed and implemented the Bachelor of Science in Medical Sonography and the Bachelor of Science in Medical Sonography with option for a Master of Health Science degree. The Medical Sonography Program is one of only two programs nationally that offers a professional degree in the medical sonography field.

The Commission on Accreditation of Allied Health Education programs granted initial accreditation for the central concentration in 2014, and continuing accreditation for the vascular concentration until 2020. As of 2017, students enrolled in the dual-degree option can study one of the following M.H.Sc. concentrations: generalist, leadership in health care, higher education, and health care risk management. "The uniqueness of the Medical Sonography Program with its dual-degree option can create and shape careers for motivated students interested in health care professions," Benenati said.

Simultaneous with the implementation of the new program additions was the modernization of the main sonography laboratory. The program purchased new ultrasound equipment, including the latest upgrades in general, obstetrics and gynecology, vascular, and cardiac sonography software.

To keep up with modern teaching methodologies, the program purchased the highly sophisticated Medaphor and HeartWorks simulators. Another equipment upgrade included the purchase of Phantoms to facilitate and standardize teaching, learning, and training opportunities in critical areas. In 2015, a second sonography laboratory with simulation rooms was added in the Sanford L. Ziff Health Care Center.

The Medical Sonography Program continually strengthens didactic and course outcomes. The program seeks and recruits new clinical sites for rotations in general sonography across the United States. Patricia Vargas, D.H.Sc., RVT, vascular clinical coordinator, noted the high levels of competition for clinical sites in the South Florida tricity area and throughout the United States. Because of the recognized reputation of NSU's Medical Sonography Program, "The program has been successful in obtaining new sites," Vargas said.

The Department of Health Science and the medical sonography administration strongly support faculty and student participation as members of the College of Optometry interprofessional research team. Deborah Mendelsohn, D.H.Sc., RDMS, RDCS, RVT, general clinical coordinator, described how the Medical Sonography Program promotes interprofessional educational opportunities.

"As a program, we have provided ultrasound lectures and lab sessions to the Physician Assistant Program in Fort Lauderdale and Jacksonville, the Fort Lauderdale Physical Therapy Program, and to the Dr. Kiran C. Patel



Medical sonography students demonstrate sonographic techniques.

College of Osteopathic Medicine," Mendelsohn said. "Faculty members and students are strongly encouraged to actively participate in annual conferences and professional organization committees, such as the Society for Diagnostic Medical Sonography."

The program participates in community service endeavors, such as the Interprofessional Diabetes Education and Awareness program. Benenati expressed his pride in being "part of this program that serves the community in a very positive manner."

The latest accreditation report reflected the sustained efforts to achieve and surpass the required thresholds: Attrition Rate (7 percent); Credential Success Rate (100 percent), and Job Placement Rate (87 percent). The program's dedicated administrators, faculty members, students, and clinical preceptors overcame multiple challenges in planning, implementation, and outcomes assessment to adjust to new challenges and demands in the medical field by expanding the medical sonography curriculum. As a result, the program's reputation makes it one of the most sought-after programs in the country. ●

# Occupational Therapy

Fort Lauderdale and Tampa



## History Viewed Through a Multi-Perspective Lens

By Rebecca I. Estes, Ph.D., OTR, CAPS, Chair, Department of Occupational Therapy

THE DEPARTMENT of Occupational Therapy (OT) has evolved since its beginnings with the reorganization and subsequent renaming of the college to the Dr. Pallavi Patel College of Health Care Sciences (PCHCS). The new image of the Department of Occupational Therapy is a united team of 4 program directors and 22 faculty members spanning 4 programs and 2 campuses.

### M.O.T. Program Beginnings



Sandee Dunbar, D.P.A., OTR/L, FAOTA, former assistant dean of professional development and education and former OT professor, Fort Lauderdale/Davie Campus

Sandee Dunbar started a very long and rewarding journey in the NSU Department of Occupational Therapy in 1995. Suze Dudley, M.S.Ed., OT, FAOTA, and Reba Anderson, Ph.D., OT, FAOTA, former chairs of the department, initiated the Master of Occupational Therapy Program one year earlier. These incredible academic leaders, along with the faculty members, embarked on a journey to change the face of occupational therapy education. They integrated student community engagement and primary care intervention with lifelong learning principles and intense classes on practice areas, with an occupation focus.

Dunbar's personal memories of Anderson include the observation of a force that was unstoppable in creating change and a strong voice in the OT community. Anderson's annual Great Southern Conference integrated several southern states for professional dialogue, scholarly debates, and research presentations. "She taught me to work through tough times and to be adaptive while making the most out of challenging situations," Dunbar said.

Dunbar's mentors were many among the occupational therapy leaders who carefully crafted the initial Occupational Therapy Program at NSU. She offers a collective thank-you from all the faculty members and graduates who benefited from these women of wisdom.



## Postprofessional Program Beginnings



Rebecca I. Estes, Ph.D., OTR/L, CAPS, chair, Occupational Therapy, and interim program director, Master of Occupational Therapy

The Doctor of Occupational Therapy (Dr.O.T.) Program began in 1995, and the Doctor of Philosophy in Occupational Therapy (Ph.D.) Program was added in 1999 to prepare occupational therapists for leadership opportunities and to provide substantive knowledge, competency, and skill development in research. All courses were taught on campus until 2000, when it became apparent there were many potential applicants who were unable to relocate to pursue doctoral study because of family and employment obligations.

NSU prides itself on distance education and had many resources available to support it. The faculty decided to change the program to a hybrid model with courses primarily online and students coming to campus for three four-day weekends a year. This resulted in one midsession on campus each semester.

Faculty members also worked on additional ways to distinguish the Dr.O.T. and Ph.D. programs from each other. Core course requirements, outcome objectives, mission, and emphasis among the areas of leadership, advanced practice, research, and entrepreneurship were reexamined and modified to separate the two programs. The mission of the Ph.D. Program is to develop a scholarly practitioner who will exert leadership in advancing the base of knowledge regarding the practice of occupational therapy.

Ph.D. graduates also will demonstrate independent scholarly activities, such as independent clinical research and theory development. Graduates from the various academic programs are engaged in research and clinical and community leadership, as well as innovative practice, while making a difference in the lives of many through engagement in occupation.

## O.T.D. Program Beginnings



Ricardo Carrasco, Ph.D., OTR/L, FAOTA, entry-level Doctor of Occupational Therapy (O.T.D.) program director and professor, Tampa Campus

Impetus for starting the O.T.D. Program came from Richard Davis, Ed.D., PA-C, former dean, and Stanley Wilson, Ed.D., PT, CEAS, current dean, respectively, of the PCHCS. Sandee Dunbar, then chair of the Fort Lauderdale programs, and Judy Parker Kent, O.T.D., OTR/L, FAOTA, started plans for a Tampa program. In October 2010, Ricardo Carrasco, as program consultant, conducted a needs assessment and market analysis.

Based on the results, Carrasco designed and, in March 2011, proposed the O.T.D. curriculum for delivery using a blended model. On April 13, 2011, the program received institutional approval. In June 2011, Carrasco became the founding director of the Department of Occupational Therapy and the O.T.D. Program in Tampa. The program accepted its inaugural class in 2012. In April 2014, the program received full accreditation from the Accreditation Council for Occupational Therapy Education.

Since its inception, faculty members and students have published or presented at international venues and have received state, national, and international recognition. How many programs can claim having two of its students receive the NSU Student of the Year STUEY Award during a period of six years? Or have a student join the American Occupational Therapy Association (AOTA) Summer Institute of Future Scientists and earn election as chair of the AOTA's Assembly of Student Delegates? Or be one of the first four O.T.D. programs in the country?

In November 2015, the program launched *OCCUPATION: A Medium of Inquiry for Students, Faculty, and Other Practitioners Advocating for Health Through Occupational Studies*, which is published by NSUWorks at [nova.campusguides.com](http://nova.campusguides.com) ●

# Physical Therapy

Fort Lauderdale



## Through the Looking Glass: An Encapsulated History of the Physical Therapy Department

By Debra Stern, D.P.T., D.B.A., CLT, CEEAA, PT, Director of Clinical Education and Associate Professor, and Leah Nof, Ph.D., C/NDT, CEEAA, PT, Professor

### Where we began . . .

The Physical Therapy Program was one of several programs whose first NSU home was in North Miami Beach, Florida. Morton Terry, D.O., M.Sc., FACOI, and Arnold Melnick, D.O., M.Sc., FACOP, founders of Southeastern College of Osteopathic Medicine, recognized the opportunity and need to introduce a college of allied health and include a Master of Physical Therapy (M.P.T.) program. This program, which was added to the college after the Physician Assistant Program, was founded and received candidacy in 1994 as a two-year M.P.T. degree program.

After graduation in 1996, the first class anxiously returned to campus for the Commission on Accreditation of Physical Therapy Education (CAPTE) visit. Faculty members and students were elated that the program received a full 10-year accreditation, which it has since received again. During the time of accreditation, the program moved to its new home as part of the Health Professions Division on the NSU Fort Lauderdale/Davie Campus.

The mode of content delivery was rooted in a traditional, classroom-based model. By its second year, it had evolved into a full, problem-based learning program. This continued until 2004, when in response to a national trend and educational needs, the program advanced from an M.P.T. degree to a Doctor of Physical Therapy (D.P.T.) degree. The program was lengthened to three years with both didactic and clinical education modifications. At that time, the decision was made to offer the curriculum in a more traditional format, with integrated cases and alternative approaches.



PT faculty members assist students with balance facilitation techniques.

Throughout its history, the department has been a trailblazer in physical therapy education. Introduced during the past 23 years were the following innovative programs:

- self-contained, collaborative, integrated, clinical education [ICE] model
- partnership with the NSU PT Clinic to provide ICE experiences to all students throughout the first two years of the program
- a progressive clinical education program integrating clinical experiences in years one and two, culminating in 32 weeks of final clinical experiences in year three for a total of 40 weeks, exceeding the national average
- partnership with Broward Health to provide outpatient services to the underserved population in Broward County under faculty supervision
- comprehensive, community-based service-learning program that is both PT and interprofessionally oriented
- Ph.D. in PT in a distance hybrid format—the first and one of the only in the country
- Postprofessional Transition Doctor of Physical Therapy Program for practicing physical therapists wanting to advance their knowledge and degree
- manual therapy certification through the Postprofessional Transition Program
- the first CAPTE-accredited Hybrid Professional Physical Therapy Program in the country (located on the NSU Tampa Campus)
- neurology residency in conjunction with Pinecrest Rehabilitation Hospital
- developing one of the first faculty residency programs in the PT profession
- continuing education programming for community partners, alumni, and PT professionals in the community

As can be seen from the above list, the PT Program has strived to develop its educational offerings throughout the continuum of PT education. Our start was the entry-level program, which originally offered a Master of Physical Therapy and now offers a Doctor of Physical Therapy degree.



PT faculty members instruct students in manual techniques.

In 2002, the Postprofessional Transition Doctor of Physical Therapy Program was established to provide a bridge to the doctoral-level degree for physical therapists that entered the profession with a bachelor's or master's degree in physical therapy. In 2011, the first hybrid D.P.T. Program in the country commenced at the NSU Tampa Campus.

More recently, we have added a neurological residency program that has earned candidacy status and will accept students into our faculty residency in January 2019. We also look forward to the development of an orthopedic residency within the next two years.

*(continued on next page)*



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### Where we are now . . .

The achievements of the graduates are a positive outcome for all the programs—D.P.T. and Ph.D. Many alumni are active participants in the professional organization and hold leadership positions on the local, state, and national levels. The programs also foster and promote professional growth, which is evidenced by the publications, presentations, and other professional activities demonstrated by graduates of all the NSU PT programs. The graduates have gone on to have a significant impact on the physical therapy profession in areas such as research, program development, and education.

Much of the programs' success is based on the experience and expertise of the faculty members. All faculty members hold advanced degrees and certifications, teach, and conduct research in areas of content specialty, enhancing student learning and outcomes. This has resulted in significant contributions to the greater body of knowledge in the physical therapy and health professions. Furthermore, faculty members are recognized nationally and internationally for their contributions through peer-reviewed and invited presentations, articles, and reference texts, as well as other professional activities.

In addition to the specialty areas of the faculty members, the curriculum is rooted in evidenced-based practice and contemporary expertise, which is fostered in the students. As a result, the professional Physical Therapy Program (entry level) boasts a 100 percent National Physical Therapy Examination passing rate, exceeding the national average.

The program continues to engage in ongoing quality educational programming and innovation as the Dr. Pallavi Patel College of Health Care Sciences enters its 25th anniversary year. ●



### List of Previous Chairs

Catherine Page, Ph.D., PT  
[1994–1997]

Cheryl Hill, D.P.T., Ph.D., PT  
[1997–2003]

Stanley H. Wilson, Ed.D., PT, CEAS  
[2003–2011]

Madeleine Hellman, Ed.D., PT  
[2011–2016]





# Physical Therapy

Tampa



## From Unthinkable to Unstoppable: Highlighting Eight Years of a Blended D.P.T. Education

By Mary Blackinton, Ed.D., PT, GCS, CEEAA, Associate Director, Doctor of Physical Therapy Hybrid Program and Physical Therapy Associate Professor

IN 2010, the thought of developing a completely hybrid Doctor of Physical Therapy (D.P.T.) program that blends online and face-to-face interaction was unthinkable in physical therapy education. Now, 8 years and 132 graduates later, more than 20 D.P.T. programs across the country are following suit.

This article shares the brief history of the D.P.T. Program in Tampa through a timeline of major events from 2010 to 2018. The article is dedicated to our initial consultant Catherine Page, Ph.D., PT; current dean Stanley H. Wilson, Ed.D., PT, CEAS; and former dean Richard Davis, Ed.D., PA-C, along with the 9 faculty and 2 staff members, 132 graduates, and 125 current students. Thank you for your trust, support, and participation in this innovative program.

### Major Milestones

#### 2010

- A needs assessment is completed for the Tampa program.
- A substantive change document is submitted to the Commission on Accreditation of Physical Therapy Education (CAPTE).
- Mary Blackinton, Ed.D., PT, GCS, CEEAA, is hired as associate program director.
- The college creates an advisory board, establishes policies and procedures, and recruits faculty and staff members.

#### 2011

- A CAPTE-approved, four-year expansion program is delivered using a blend of online and face-to-face instruction to provide flexibility for working adults.
- Faculty members Melissa Lazinski, D.P.T., PT, OCS, associate professor; Lance Cherry, Ed.D., PT, OCS, associate professor; Keiba Shaw, Ed.D., D.P.T., PT, associate professor; and Kathleen Rockefeller, Sc.D., PT, professor and research coordinator, are hired.
- Equipment is purchased for two physical therapy labs, a tech studio, and classrooms.
- Twenty-four students are accepted.

#### 2012

- The program accepts a second class of 40 students.
- Robin Galley, D.P.T., PT, OCS, director of clinical education, is hired.
- Teaching technology transitions from WebCT to Blackboard, and the innovative use of video blogs for psychomotor skills is incorporated.
- Lab assistants from local clinics are invited to assist during weekend institutes.
- Inaugural faculty presentation "360 Degrees Hybrid Education" is made at the APTA Annual Conference.

#### 2013

- The third class of 40 students is accepted.
- Joann Gallichio, D.Sc., PT, NCS, assistant professor, and Tim Miller, D.P.T., PT, GCS, associate professor, are hired.
- The program participates in the Jamaica medical outreach trip for the first time.
- The program receives an HPD Educational Research Grant for the study "Where Does the Time Go? A Work Sampling Study of Physical Therapy Faculty Time Use."



- The Tampa Student Physical Therapy Association hosts the Florida Student Conclave.

## 2014

- The fourth class of 44 students is accepted.
- Eunice Luyegu, Ph.D., CPT, curriculum design specialist, is hired.
- The charter class embarks on several 12-week internships across the United States.
- The program begins providing pro bono PT to patients at the Judeo-Christian Health Clinic.
- The Hybrid Transformation Institute is established.
- A research/service relationship is initiated with Healthy Community-Tampa Bay, Special Olympics Florida.

## 2015

- A fifth class of 44 students is accepted.
- The charter class of 2015 graduates with 18 students.
- Lynda Ross, D.P.T., D.H.S., PT, assistant professor, joins the faculty team.
- The program receives an HPD Educational Research Grant to fund the purchase of low-fidelity mannequins.

## 2016

- A sixth class of 44 students is accepted.
- The class of 2016 graduates with 34 students.
- The program is granted separate accreditation by the CAPTE.
- Funding is initiated for the Changing Lives Hybrid D.P.T. Scholarship.
- The program partners with Johns Hopkins All Children's Hospital for early pediatric PT exposure.

## 2017

- The seventh class of 44 students is accepted.
- Joy Moulton, D.P.T., PT, joins the faculty.
- The class of 2017 graduates with 36 students.
- A holistic admissions process for the 2017–18 cycle is created.
- The asynchronous, interprofessional education project is established.
- Two alumni and two students participate in the Palma Ceia Presbyterian medical outreach trip to Honduras.

## 2018

- The eighth class of 44 students is accepted.
- The class of 2018 graduates with 44 students.

- A groundbreaking ceremony is held for the new NSU Tampa Bay Regional Campus in Clearwater, Florida.

How did we transition from doing the unthinkable to the unstoppable? The secret sauce is the team's continued quest for excellence, which includes attending professional development courses on clinical and teaching strategies, experimenting with new technologies, sharing blended teaching strategies with one another, partnering with



Richard Davis cuts the ribbon at the D.P.T. Tampa grand opening on April 27, 2011.

clinicians and organizations in the community, and ongoing program evaluation.

The Tampa team works hard to collaborate across campuses and within the local/global communities (Judeo-Christian Health Clinic, Healthy Community-Tampa Bay, Honduras and Jamaica medical outreach). Lastly, the educational sessions presented at national conferences by the Tampa faculty members have strongly changed the shape of PT education in the United States.

As we move to the new Tampa Bay Regional Campus in 2019–2020, we look forward to collaborating with the Dr. Kiran C. Patel College of Osteopathic Medicine, creating a faculty practice, increasing faculty scholarship, and developing a student-led pro bono clinic. ●

*"It's impossible," said pride.*

*"It's risky," said experience.*

*"It's pointless," said reason.*

*"Give it a try," whispered the heart!*

*—Unknown*

# Physician Assistant

Fort Lauderdale



## Celebrating One Man's Lofty Vision That Came to Fruition

By Pamela B. Jaffey, M.D., FCAP, Associate Professor

THIS YEAR marks the 25th anniversary of the college's Physician Assistant (PA) Department. Its origin is very interesting and involved much dedication and hard work on the part of a small group of founders. These efforts were fueled by the vision of a special man, Morton Terry, D.O., M.Sc., FACOI—an internist who saw a tremendous need for primary care physicians throughout Florida.

There were a vast number of areas, often rural, where health care was limited. In addition, there was an increasing elderly population that was medically underserved. To address this need, Terry founded Southeastern College of Osteopathic Medicine (now known as the Dr. Kiran C. Patel College of Osteopathic Medicine) in 1979, in North Miami Beach, Florida.

He then established Southeastern College of Pharmacy and Southeastern College of Optometry, because he recognized a paucity of educational opportunities for these specialties in Florida as well. The three combined colleges became known as Southeastern University of the Health Sciences. He received much assistance from Frederick Lippman, R.Ph., Ed.D., current chancellor of the NSU Health Professions Division, who served in the Florida Legislature for many years and shared a passion with Terry for promoting access to health care in Florida.

The two men were faced with a health care crisis. There was a sharp decrease in governmental funding for primary care residencies, which caused a huge shortage of physicians in Florida. At the same time, the state's population was rapidly growing and health care demands were increasing.

Both Terry and Lippman saw that a solution to the problem could lie in educating additional physician assistants, who could effectively serve as mid-level primary health care providers. In late 1991, early discussions about the potential for the development of a PA program were under way.

In early 1992, seed funding for the program was provided by the Area Health Education Centers Program, headed by Steven Zucker, D.M.D., M.Ed., associate dean for community affairs of the Dr. Kiran C. Patel College of Osteopathic Medicine.

A consultant was expeditiously hired, and she laid the blueprint for the Physician Assistant Program. Training of the first PA class began in 1993, with 15 students. At that time, the PA Program had joined Southeastern University of the Health Sciences in North Miami Beach. Then, in 1994, a merger between Nova University in Davie and Southeastern University of the Health Sciences occurred, and Nova Southeastern University [NSU] was proudly founded.

Through the dynamic efforts of Terry, the Health Professions Division was established at NSU's Fort Lauderdale/Davie Campus, which is where the PA class of 1995 graduated. Morton Diamond, M.D., FACP, FAHA, FACC, was one of the earliest medical directors, and he continues to dedicate himself to this position today.

Terry also had the foresight to provide new educational opportunities for occupational and physical therapy students, with the occupational therapy and physical therapy programs established in 1994. Lippman has stated that one of his goals has been to “inculcate within graduates the theme of collaboration among the different health care specialties.”

### More Programs Added

Over the ensuing 25 years, three additional PA programs were established. First came Naples, Florida, in 2005, with its subsequent move to Fort Myers, Florida; the second in Orlando, Florida, in 2007; and the last in Jacksonville, Florida, in 2009. All four programs are independently accredited, but together they are considered the NSU PA Department. A different director heads each of the programs, which are all chaired by the associate dean, William Marquardt, M.A., PA-C, DFAAPA, who provides excellent leadership. The



Class of 2015 student Haley Lowe educates a Panera Bread patron about the PA profession while performing a blood pressure screening.

organization of PA programs in this fashion is unique among PA programs across the country.

“In this 25th anniversary of the founding of the College of Allied Health, as well as its first program, PA, we reflect on our many accomplishments over the years. The PA family of NSU has consistently been among the leaders of the profession, both within Florida and around the world,” Marquardt said. “With expansions to Naples/Fort Myers, Orlando, and Jacksonville in the interim, the department has introduced more than 3,100 graduates into the ranks of health providers, who are critical to meeting the needs of our communities, particularly in the areas of primary and preventative care.”

The lofty vision of Morton Terry has come to fruition. ●



# Physician Assistant

Fort Myers



## Rooted in NSU History, Student Grows into Valuable Preceptor

By Charlene Couillard, M.P.A.S., PA-C, Assistant Professor

MICHAEL DALE, PA-C, always knew he wanted to be in the medical field. From his beginnings in the Boy Scouts, to his adulthood in New York as a part-time firefighter and emergency medical technician (EMT), Dale knew he wanted to help people. Then, 9/11 happened. He lost many friends and reflected on how he could make the world a better place with his skill set.

In 2007, he chose Nova Southeastern University in Fort Myers, Florida, to pursue his physician assistant (PA) education. As an avid scuba diver, boater, and bicyclist, Dale was attracted to the water and weather of Southwest Florida, and left New York to embark on his new career.

The PA Program, located in Naples, Florida, at that time, was operating out of temporary trailers while NSU sought a more permanent building in the area. Dale recalled a busy second year as a student in 2008–2009 when he was doing his clinical rotations and feeling good about returning to the new Fort Myers Campus for end-of-rotation activities. That clinical year brought him experiences with many great preceptors, who he found intelligent, easy to talk to, and talented. What Dale liked most, however, is that they all enjoyed teaching.

When he graduated in 2009, he went into primary care and took on his own students as soon as he could. When asked if his experience with previous mentors compelled him to become a preceptor, Dale said, “Not necessarily. I have always enjoyed teaching, so I knew I would continue to do so as a PA.”

Dale worked as a scuba instructor and EMT trainer and did some teaching at IBM at his first job as a semiconductor engineer. It is clear he is a lifelong educator based on the following comments from students who have him as a preceptor.

“Mike Dale is one of the few preceptors I have had who genuinely cares about your education and what you are getting out of the rotation,” said second-year student Jon Cox. “He may force you out of your comfort zone at times, but he is always there to assist you or answer any questions you have.”

“I find it helpful and unique that Mike Dale gathers the students at the end of the day for a moment of reflection,” said second-year student Michael Alexander. “He has each of us take turns stating one thing we learned that day.”

Over the last seven years as a preceptor, it is estimated that Mike Dale’s office has educated more than 150 NSU students, taking up to 4 students at a time. He has found it a benefit to the practice to have students present year-round.



Photo credit: Mike Dale

"It is definitely a commitment and an individual choice to be a preceptor," he said.

Nevertheless, he has found a system that integrates the PA students into the workflow, giving them maximum exposure to patients. He believes most alumni would get involved in precepting if they had a clearer picture of what is expected of them. Sometimes, the only barrier is simply being asked.

One big motivation for Dale is the pleasure of watching a student improve and grow during the six weeks they share. He describes some "proud preceptor moments" when students have helped catch a diagnosis early, or when a patient comments about the excellent care they received from a previous student. He gets frequent requests for letters of recommendation from graduates and enjoys the fact that his opinion of the students is highly regarded.

Dale's vision of PA education includes a true dedication to helping people and treating the student like a customer, giving them an experience that will encourage them to be NSU supporters in the future. He is a great example of the type of physician assistant graduate the Fort Myers program aims to produce. He also is part of a national Disaster Medical Assistance Team (DMAT) and spent two weeks in Puerto Rico after Hurricane Irma and Hurricane Maria providing medical care in collaboration with the *USNS Comfort*, the floating Navy hospital. The PA Program, which is extremely proud to call Dale our alumnus, hopes to continue our partnership in education. Over the years, Dale has shown he has many interests and describes himself as somewhat competitive. For this reason, in the race for most student lives affected, Dale certainly is a champion. ●



Photo credit: Staff Sergeant Evan Lane

Above: Mike Dale, right, speaks with Ricardo Rosselló, the governor of Puerto Rico, while on a DMAT mission.

Top: Dale on a DMAT mission in Puerto Rico



# Physician Assistant

## Jacksonville



## Expanding Clinical Knowledge Through Interprofessional Education

By Kandee Griffith, M.Ed., M.S., HRM, HPD Admissions Counselor III, and Charlene Bolton, M.S.Ed., M.M.S., PA-C, Program Director

THE JACKSONVILLE Physician Assistant (PA) Program opened its doors in May 2009. This was made possible thanks to the guidance of Richard E. Davis, Ed.D., PA-C, dean of the College of Allied Health and Nursing at that time, and others who saw the benefit of starting a PA program in Northeast Florida.

The program admitted 40 students initially; however, it currently admits 60 students. Throughout the years, the Jacksonville PA Program has encountered various challenges and claimed numerous achievements. It also continues to make strides toward becoming an exemplary PA program.

One of the ways we are accomplishing this is by incorporating interprofessional education (IPE) into the clinical year of the program as part of ongoing simulation activities. The focus of IPE is to provide collaborative learning opportunities among various health care professions. A minimum of two students from different health care professions work alongside each other to promote exposure to other professions—and to learn from and with each other.

Since PAs work in a collaborative manner to provide patient care, incorporating IPE into the curriculum gives students an opportunity to interact with other health care professions in a safe environment. The use of IPE also aligns with the program's mission statement—to prepare physician assistant students to provide high-quality, patient-centered care.

Each year, the NSU Jacksonville PA Program partners with St. Johns River State College in a collaborative simulation activity. Students from the college respiratory therapy (RT), radiology (RAD), licensed practical nursing (LPN), emergency medical technician (EMT), and paramedic programs work alongside NSU's PA students to treat a simulated patient. Faculty members from the six programs plan and facilitate this activity, which takes place at St. Johns River State College.

The simulation activity begins with a “call” from the EMT/paramedic student informing the “Emergency Department” that a “patient” will be transported for emergency treatment. RT, LPN, RAD, and PA students wait in the “emergency bay” until the EMTs/paramedics arrive in an ambulance with the “patient.” Once they arrive, the EMT/paramedic students





Besnik Mecaj (right) works with students from St. Johns River State College.

present the case to the waiting student providers. After the brief case presentation, the student groups separate and go to their assigned simulation room to treat the “patient.”

Afterward, each student group participates in a group debriefing to reflect on the simulation process and is asked to discuss the following: What the group did well, what the group could have done better, and what each student took away from the process. Finally, to evaluate the activity, students are asked to complete a Clinical Year IPE Student Survey.

The value of IPE is to prepare students to work collaboratively and to have the skill set for interprofessional practice. Our program has found IPE very valuable, as it provides necessary input from students and allows faculty members to observe firsthand how students apply the knowledge gained in the classroom and how students handle the interprofessional collaborative aspect of patient care.



A brief video of the simulation event is available at [youtube.com/watch?v=N3f5tDhTvI4&feature=youtu.be](https://www.youtube.com/watch?v=N3f5tDhTvI4&feature=youtu.be). ●

PA student Justin Juelich works with students from St. Johns River State College.

# Physician Assistant

Orlando



## A Decade and Beyond at the Orlando Physician Assistant Program

By Lorilee H. Butler, D.H.Sc., PA-C, NSU Program Director

THE EXPANSION OF the NSU Physician Assistant (PA) Department led to the establishment of the first PA program in Orlando, Florida, in 2006. In May 2007, the program accepted its inaugural students for the class of 2009. Since that time, the program has continued to focus on innovation and excellence in PA education, and now has more than 530 graduates practicing medicine.

Shortly after the program's inception, it became clear there was a high demand for PA education in the local area, so the program applied to the accreditation agency to increase the number of students allowed to matriculate. The Accreditation Review Commission on Education for the Physician Assistant approved the maximum entering class size increase

to 64 students per year—an increase of 10 seats—leading to several classroom renovations in 2009.

The curriculum has evolved since the program's inception, with a notable improvement in the time and credit hours spent in the medicine and research courses. This evolution occurred through the curriculum committee and the medical expertise of the faculty members, led by the medical director, Melba Ovalle, M.D., and the academic director, Laura Gunder-McClary, D.H.Sc., PA-C.

Along with these changes, several other innovations in the curriculum delivery have occurred. The most significant were the addition of the Anatomage Table and an increase in the utilization of high-fidelity simulation. High-fidelity simulation using the CAE Apollo and Juno mannequins has been added to the physical diagnosis and the clinical medical courses, which cover all major organ systems and allow students to practice their clinical decision-making skills.

The Anatomage Table, which allows for 3-D virtual reality dissection of a human cadaver, was added as an adjunct to the Anatomy course in 2014 in place of a gross anatomy laboratory. Additionally, over the past four years, the program has collaborated with the First Response Training Group for interprofessional emergency medicine simulations.

Community involvement and service have also expanded, from participating in local events to an international medical outreach opportunity for the students. Currently, the students have several local service opportunities, including providing physical exams for economically disadvantaged student-athletes through the Florida Citrus Sports Foundation and providing medical support for Disney marathon events, among others.

Marlo Scott, M.P.A.S., assistant professor, who had a previous relationship with the Living to Serve medical outreach group, initiated a trip to Guatemala in 2015. Scott led 22 students through the small villages of Guatemala. The students provided medical care and installed stoves in homes to replace open fires used for daily cooking.

In the ensuing years, one of our graduates, Ashley Sweat, PA-C, has led the medical outreach trip. This year, there are a record number of 40 students planning to participate



in the trip. The Student Government Association also started the Shark Strides 5K walk in 2015 to raise funds for the Guatemala trip. The event, which allows students to participate in the trip even if they are unable to make the physical trip to Guatemala, has grown larger each year, with the local community getting involved, highlighting the university.

The most recent innovation in the Orlando PA Program is the addition of the point-of-care ultrasound (POCUS) curriculum. In 2017, guest lecturer Rachel Krakov, PA-C, presented a lecture about POCUS, which led to several students requesting to learn more about its techniques and applications. The program was able to provide a 16-hour workshop for the class during the advanced didactic summer semester.

All 62 students chose to attend the workshop, and several students participated in a national competition called iScan at the American Academy of Physician Assistants Conference in May 2018. The POCUS curriculum is increasingly being added to medical and PA education across the country, and NSU Orlando is one of the first PA programs to implement this curriculum, incorporating it into our clinical procedures and surgical skills course. Krakov and Gunder-McClary, using the data from the experiences at our program, will present the integration of POCUS into PA education at the World Congress of POCUS in fall 2018.

The Orlando PA Program focuses on excellence in PA education and continued innovation in our curriculum delivery, while meeting the needs of the students and



Class of 2018 students utilize the state-of-the-art Anatomage Table.

their future patients. One program outcome that demonstrates our success is our first-time pass rate on the Physician Assistant National Certifying Exam, which has a five-year average of 100 percent. The program's most significant pride point, however, is knowing that our students are delivering high-quality medical care throughout Florida and across the country. ●



# Speech-Language Pathology

Fort Lauderdale



## Commemorating Decades of Innovation and Success

By Elizabeth Roberts, Ph.D., CCC-SLP, Associate Professor

THE DEPARTMENT OF Speech-Language Pathology [SLP] has a long, successful history that sets it apart from other SLP programs in the country. Among these distinctions are some notable firsts. A major one is the provision of innovative delivery systems.

For example, the department was the first SLP program to offer an online delivery system. It was also the first to offer a professional doctorate. Another notable distinction is the size of the student body, with a current enrollment of approximately 750 students in three different degree programs.

The department began in 1983 as the brainchild of Jack Mills, Sc.D., Au.D., CCC-SLP. He was a speech-language pathologist and audiologist working with the deaf/hearing-impaired population. He had the foresight to know South Florida would benefit from an SLP master's degree program, and he worked to make it happen. Mills ultimately became the program dean and served until 1997.

The first class consisted of speech clinicians employed in the Miami-Dade County and Broward County schools, so it was determined the first classes would be offered in the evening to accommodate them. This practice prevails today in the master's degree program, with most classes held in the evenings or on weekends. This plan met the mission of the university at the time: to provide education for adults who work during the day.

An SLP clinic was created to offer services to individuals with communication disorders and provide students with clinical experiences necessary to meet degree requirements. Shelley Victor, Ed.D., was the first clinic director. Barbara Packer-Muti, Ed.D., Au.D., CCC-SLP, joined the faculty to teach audiology courses and provide supervision of the clinical experiences in audiology.

In 1986, Thelma Albritton, M.S., CCC-SLP, became an associate director. She started a delivery system whereby faculty members traveled to teach at students' locations throughout Florida. Joseph Gonzalez, Ph.D., CCC-SLP, also joined the faculty to become an associate director, offering additional original thinking that brought great success to the department.

In the ensuing years, more consummate professionals followed and made significant contributions. Lanee Friedel, Au.D., CCC-SLP, developed the program for the supervision of students in clinical experiences throughout the country, while Carole Zangari, Ph.D., CCC-SLP, implemented programs for alternative-augmentative communication.

Elaine Bloom, M.S., CCC-SLP, implemented the Testing and Training International Program to provide online classes to cohorts of Orthodox Jewish women, and Wren Newman, SLP.D., CCC-SLP, became the clinic director and, ultimately, the department's chair.

In 1996, the department implemented the use of compressed video. This innovative, expanded delivery system began years before online courses were available. Its use enabled collaboration with the Mississippi Department of Education in offering the master's degree program to students throughout that state. This delivery system later evolved into the hybrid system used today, whereby faculty members teach cohorts online, in addition to one face-to-face weekend for each course. Cohorts receiving this delivery system currently include students in California, Oregon, and Washington.

In 1995, Victor and Packer-Muti, along with Barry Freeman, Ph.D., Au.D., CCC-SLP, program dean, collaborated in the development of the Doctor of Speech-Language Pathology [SLP.D.] and the Doctor of Audiology [Au.D.] programs. The first doctoral students were welcomed in 1996. The SLP.D. Program has the distinction of being the first professional degree program for SLPs in the country. The Au.D. Program is now within a separate Department of Audiology under the direction of Erica Friedland, Au.D., chair, who was one of the first graduates in the Au.D. Program.

In 2001, the department offered the first online SLP program in the country. Friedel increased her network of supervisors throughout the country to provide online students with clinical supervision. Then, in 2013, the Bachelor of Science in Speech-Language and Communication Disorders became another degree offering. Victor; Mary Ann Lowe, SLP.D., CCC-SLP; and Fred DiCarlo, Ed.D., CCC-SLP, were instrumental in implementing this successful undergraduate degree that currently has about 125 students.

The Department of Speech-Language Pathology administers three-degree offerings and comprises a number of other faculty members. They include Steven Vertz, M.SLP., CCC-SLP, associate director; Melissa Edrich, Ed.D., CCC-SLP, assistant



Two former graduate students demonstrate nasometry, which is an acoustic tool in the clinic that provides quantitative data in the diagnosis of hypernasality versus denasality.

professor and director of the B.S. in Speech-Language and Communication Disorders Program; and Rachel Williams, Ph.D., CCC-SLP, associate professor and director of the SLP.D. program. The Speech-Language Pathology Clinic, under the direction of Leslie Kyrimes, Ed.S., CCC-SLP, clinic director and instructor, provides individual and group therapy to children and adults with communication disorders.

We also have several outreach programs within Broward County (e.g., Broward County Schools' Voice Resonance Clinic, Charter Schools of Excellence, Cleft and Craniofacial Center at DiMaggio Children's Hospital, Mailman Segal Center). In these capacities, we provide services to local and NSU communities.

The Department of Speech-Language Pathology and our graduates have enjoyed innumerable collaborations, triumphs, and accolades. Those who came before us, and those who remain, are all contributors to our illustrious history of innovation and success. We are proud to be a part of this noteworthy department within the Dr. Pallavi Patel College of Health Care Sciences. ●

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